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PRESIDENT'S REPORT
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GIRARD COLLEGE

The CITY OF PHILADELPHIA, *Trustee*

FOR THE YEAR 1919

GIRARD COLLEGE

The CITY OF PHILADELPHIA, *Trustee*

PRESIDENT'S REPORT
and
CATALOGUE *of* PUPILS

COMPLIMENTS OF

CHEESMAN A. HERRICK

FOR THE YEAR 1919

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GIRARD COLLEGE

The CITY OF PHILADELPHIA, *Trustee*

PRESIDENT'S REPORT
and
CATALOGUE *of* PUPILS

FOR THE YEAR 1919

Board of Directors of City Trusts
1920

EDWIN S. STUART, President
9 South Ninth Street

JOHN M. CAMPBELL, Vice-President
Lafayette Building

SAMUEL BELL, Jr.
Central Trust Building

FRANCIS SHUNK BROWN
Morris Building

HAMPTON L. CARSON
1524 Chestnut Street

GEORGE J. ELLIOTT
1631 Arch Street

HOBART A. HARE
1801 Spruce Street

WILLIAM H. KINGSLEY*
S. E. Cor. 6th and Walnut Sts.

ALFRED MOORE†
North American Building

WILLIAM POTTER
Chestnut Hill

OWEN J. ROBERTS
Morris Building

MAYER SULZBERGER
1303 Girard Avenue

CHARLEMAGNE TOWER
228 W. Washington Square

MEMBERS OF THE BOARD, "EX OFFICIO"

J. HAMPTON MOORE, Mayor

RICHARD WEGLEIN, President City Council
City Hall

LOUIS HEILAND, Secretary

OFFICE—LAFAYETTE BUILDING, FIFTH AND CHESTNUT STREETS
PHILADELPHIA

STATED MEETINGS ON THE SECOND WEDNESDAY OF EACH MONTH AT 3.30 P.M.

* Appointed February, 1920
† Resigned January 8, 1920

Girard College Committees

HOUSEHOLD

William Potter, Chairman

Samuel Bell, Jr.
Hobart A. Hare
Francis Shunk Brown
George J. Elliott
Hampton L. Carson
Pres. City Council

INSTRUCTION

John M. Campbell, Chairman

William Potter
Mayer Sulzberger
Charlemagne Tower
Owen J. Roberts
Hampton L. Carson
The Mayor

ADMISSION, DISCIPLINE AND DISCHARGE

George J. Elliott, Chairman

Francis Shunk Brown
Samuel Bell, Jr.
Hobart A. Hare
Charlemagne Tower
William H. Kingsley
Pres. City Council

Stated Meetings of Committees

AT GIRARD COLLEGE

Friday preceding second Wednesday:

HOUSEHOLD—2 P. M.

INSTRUCTION—2.45 P. M.

ADMISSION, DISCIPLINE AND DISCHARGE—3.15 P. M.

Officers of Girard College
January 1, 1920

PRESIDENT

CHEESMAN A. HERRICK, Ph.D., LL.D.

VICE-PRESIDENT

JOSEPH M. JAMESON, Ph.B.

FACULTY AND TEACHERS

HIGH SCHOOL

C. ADDISON WILLIS, M.E., A.M.
Head of Department and Professor of Mathematics

GEORGE C. FOUST, A.B., A.M.
Head of Dep't and Professor of English

D. MONTFORT MELCHIOR, A.B., A.M.
Head of Dep't and Professor of History and Social Science

S. L. MILLARD ROSENBERG, B.S., A.M., Ph.D.
Professor of Romance Languages

FRANÇOIS DE LA FONTAINERIE, A.M.
Professor of Romance Languages

JOHN J. MULLOWNEY, M.D.
Head of Dep't of Science and Professor of Biology and Chemistry

R. FOSTER STEVENS, A.B., A.M.
Professor of Biology and Physics

MISS KATHERINE K. HOBBS
Teacher of English

DAVID A. McILHATTEN, A.B.
Teacher of Mathematics and Science

MORRIS WOLF, B.A., M.A., Ph.D
Teacher of History

DAVID E. HARROWER, B.S.
Teacher of Science

CLIFFORD A. LORD, B.S.
Teacher of Science

MISS MARY E. ROBB
Teacher of English

MISS ANNIE DEAN SWIFT
Teacher of History

MISS CHARLOTTE A. RAGOTZKY
Teacher of Mathematics

MISS LOUISE G. SIGMUND
Teacher of Geography

MISS MAY SINGER WARD
Teacher of French

EARLE F. MALONEY, A.B.
Teacher of English

ARTHUR D. ALLEN, B.S.
Teacher of English

WILBERT D. PECK, A.B.
Teacher of History

H. MORGAN RUTH, B.S.
Teacher of History

SAYRE P. UHLER, A.B.
Teacher of Mathematics

KENNETH B. McAFEE, A.B.*
Teacher of English and Mathematics

COMMERCIAL DEPARTMENT

CHARLES E. BOWMAN, B.B.A.
Head of Dep't and Teacher of Bookkeeping, Commercial Law and Industries

CHARLES T. BARDSLEY
Teacher of Shorthand and Salesmanship

DAVID A. McILHATTEN, A.B.
Teacher of Commercial Arithmetic

RALPH A. JARRARD, B.C.S.
Teacher of Typewriting and Office Pratice

MISS LOUISE G. SIGMUND
Teacher of Commercial Geography

*Appointed January 29, 1920

MECHANICAL SCHOOL

SIMEON VAN T. JESTER, A.B., C.E.
Superintendent

JOSEPH G. SIMCOCK
Instructor in Blacksmithing

DANIEL FINK
Instructor in Carpentry

HENRY SCHREINER
Instructor in Foundry

JACOB MARTIN
Instructor in Applied Electricity

GEORGE R. STROHM
Instructor in Woodwork and Pattern Making

CLYDE I. MARTIN
Teacher of Intermediate High School Class

BENJAMIN F. ZIMMERMAN
Instructor in Machine Shop Practice

R. ELLINGER BLITHE
Instructor in Mechanical Drawing

EDWARD K. WORRELL
Teacher of Elementary Industrial Class

CHARLES M. COOPER
Instructor in Printing

JAMES H. BARTHOLOMEW
Instructor in Trade Drawing

BENJAMIN BRAIM
Assistant Instructor in Foundry

GEORGE A. HANSEN
Assistant Instructor in Machine Shop

WILLIAM C. ELDRIDGE
Assistant Instructor in Printing

TEACHERS OF SPECIAL SUBJECTS

ROBERT M. BROOKFIELD
Colonel 6th Regiment, P.N.G.
Professor of Military Science and Tactics

RALPH L. JOHNSON, M.A.
Teacher of Special Class

GEORGE O. FREY
Instructor of Band

HARRY CLAY BANKS, JR.
Organist

HORACE R. ANDERS
Assistant Instructor of Band

ELEMENTARY SCHOOLS

HAROLD BARNES, A.B., A.M.
Supervising Principal

MISS JANE PEOPLES
Relieving Teacher and Assistant Supervisor, Grammar School

BURTON T. SCALES, A.B.
Director of Vocal Music

EDMONDSON HUSSEY
Director of Drawing and Manual Arts

MISS A. ELIZABETH SUPLEE
Relieving Teacher and Assistant Supervisor, Primary School

ERNEST LINDBLAD
Instructor of Sloyd

JOHN F. BARRETT
HOWARD CONKLIN
Assistant Instructors of Sloyd

GRAMMAR SCHOOL TEACHERS

MISS ELIZABETH SHARP
MISS MARY PEOPLES
MRS. EVA ROBERTS STEVENS
MISS HELEN A. WILSON
MISS KATHERINE L. MORGAN
MISS KATHARINE S. PAUL
MISS ROBERTA H. HOBBS
MISS ANNA M. SHENK
MISS ALICE B. RAGOTZKY
MISS LAURA C. ESHLEMAN
MISS ELIZABETH A. WIDDICOMBE
MRS. SARA B. WEILER
MRS. MARY P. WARDLE
MRS. MABEL J. MORROW
MISS ANNA M. CROUSE
MISS SARA J. RAMSEY
MISS LORETTA McCORMICK
MISS KATHRYN V. LEMMO
MISS MAIZIE S. CASSELL

PRIMARY SCHOOL TEACHERS

MISS MARY E. TEMPLIN
MISS SOPHIE R. WORTHINGTON
MISS ADA R. TAYLOR
MISS MARY J. McFARLAND
MISS MILDRED SCHWAB
MISS ROSE DAVIS
MISS ISABEL C. BROWN
MISS ELIZABETH BAXTER
MISS EMMA KEECH
MISS MILDRED S. BENNERS

HOUSEHOLD

SUPERVISING PREFECT

F. D. SEARS, B.S., C.E.

ASSISTANT TO SUPERVISING PREFECT

WILLIAM C. SPARKS, A.B.

PLAYGROUND AND RECREATION TEACHERS

BYRON S. WALTON
Gymnasium Instructor

ROBERT J. SCHENKEL
ARCHIBALD RALSTON
BENJAMIN V. OGDEN
WINFIELD R. RITCHIE

WILLIAM E. BERNARD, Jr.
Swimming Instructor

WILLIAM A. McCULLOUGH
WALTER E. HAWKINS
JAY MARTIN KELCHNER, B.S.

SUPERVISORS OF INDUSTRIAL ACTIVITIES

WILLIAM C. DUNLAP
JOHN HAMILTON
LINFORD H. MOYER
ALBERT E. WESTON

HOUSEMASTERS

ARTHUR D. ALLEN, B.S.
H. MORGAN RUTH, B.S.
WILBERT D. PECK, A.B.
SAYRE P. UHLER, A.B.
KENNETH B. McAFEE, A.B.*
WILLIAM E. NEILL
JAMES B. MacDERMOTT
THOMAS A. CLINGAN
OLIVER R. HEISER
J. CHARLES D. HARDING †
THOMAS W. FERGUSON
DABNEY C. FITZHUGH

PREFECTS

WILLIAM H. HAGER
ALBERT B. HARMER
ISAAC P. WALKER
RICHARD J. GUSTIN
J. WESLEY POST
GEORGE T. MOSHER
FRANCIS F. SHOEMAKER
JOHN G. ROBERTS, Jr.
IRVING G. FERRIS
MICHAEL B. GROFF
NORMAN JONES
H. ERNEST HARTING, B.S.

GOVERNESSES

MISS SARAH M. CHEW
MISS VIRGINIA MILLER
MISS ADELE C. CASE
MISS ELIZABETH C. DARE
MISS MARY S. CHANCE
MISS JANE M. SUPPLEE
MISS MARGARET R. WYLLIE
MRS. ELIZABETH H. WILT
MISS ALEXANDRINA ROSS
MISS D. LACEA KIRKPATRICK
MISS IRENE MALLAMS
MRS. CHARLOTTE DONAGHY
MISS M. BELLA LOY
MISS NETTIE MARKWARD
MISS ANNA M. ELLIOTT
MISS HELEN L. JAMISON
MRS. KATHARINE W. STOCKDALE
MRS. ELSIE S. FIELD
MISS PEARLE AMES
MISS MARY E. SWAIN
MRS. C. HUTCHINS PARRY
MISS DELLA M. ADAMS
MISS ANNA C. ROTH
MISS MINERVA R. SAUNDERS

GROUNDS, BUILDINGS AND PURCHASING

STEWARD

FRANK O. ZESINGER

ASSISTANT STEWARD

WILLIAM JAMISON

* Appointed January 29, 1920
† Appointed January 15, 1920

DEPARTMENT OF DOMESTIC ECONOMY

SUPERINTENDENT
ERNEST CUNNINGHAM

DIETITIAN
MISS AMIE W. HILL

SUPERVISORS OF DOMESTIC ECONOMY
MISS LOUISA LAU
MISS ANNA M. CRAFT

ASS'T SUPERVISORS OF DOMESTIC ECONOMY
MISS ELLEN S. BOYD
MISS JESSICA M. DYER

DEPARTMENT OF HEALTH

VISITING PHYSICIAN
FRANK L. GREENEWALT, M.D.

OPHTHALMOLOGIST
CHARLES R. HEED, M.D.

CHIEF OF NOSE, THROAT AND EAR DEPARTMENT
NATHAN P. STAUFFER, M.D.

CONSULTING SURGEONS
HENRY R. WHARTON, M.D.
S. McCUEN SMITH, M.D.

CONSULTING PHYSICIAN
THOMAS McCRAE, M.D.

HEAD NURSE
MISS OLIVE BROWN

DEPARTMENT OF DENTISTRY

CHIEF OF DEPARTMENT
SAMUEL P. CAMERON, D.D.S.

DENTISTS
JOHN F. McKERNAN, D.D.S.
EARL R. WORNER, D.D.S.
CHARLES H. PATTON, D.D.S.

DEPARTMENT OF ADMISSION AND DISCHARGE

SUPERINTENDENT
FRANK D. WITHERBEE

ASSISTANT SUPERINTENDENT
HOWARD D. HUMPHREYS

ASSISTANT TO SUPERINTENDENT
MISS MARTHA STIMSON

LIBRARY

LIBRARIAN
MISS MARY MECUTCHEN

ASSISTANT LIBRARIANS
MISS ELISABETH B. WHITAKER
MISS CARRIE E. K. MATHEWS

SECRETARY TO THE PRESIDENT
FREDERICK UNRATH

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1919

GIRARD COLLEGE, December 31, 1919.

Board of Directors of City Trusts:

GENTLEMEN:

The year 1919 has been a time of uncertainty and groping in institutional work, as well as in other fields of human endeavor. Nineteen nineteen has well been called "a year of bafflement." The high hopes with which we entered on the year are far from realized in the world at large, and in most fields of effort at home. The year at Girard College, however, has not been without profit and progress.

At the most desperate period of the World War, when the British were literally fighting, as their Field Marshall said, with their "backs to the wall," the British Minister of Education brought in a bill for the re-organization of education in England. In support of this bill he made a striking speech, the keynote of which was, "Education is the eternal debt which maturity owes to youth." This sentiment brought to mind the fundamental statement of a popular novel of some thirty years ago that the power of the responsible men of a generation over the unborn might be compared to the power of the Supreme Being over these men, and the suggestion was made that, as the responsible men of a generation discharge their duty to the unborn, so should they expect the Supreme Being to deal with them.

The idea above expressed is not new: it was stated at the opening of Rashdall's "History of Universities in Europe," in a citation from a mediæval writer, who said that the well-being of Christendom was bound up in three great institutions: the church, the empire, and the university. The great war through which the world has recently passed has emphasized anew the place and importance of education. An American who spent four years in Europe in war work makes the observation that war takes men out of their ruts. "Routine," he

says, "kills men and nations and races; it is stagnation, but war shakes up society, puts men into strange environments, gives them new diversions, new aims and changed ideals." While there is indescribable evil from war, there are some results which may be regarded as beneficial. The disturbed condition of society, which a war brings, breaks down obstacles to progress, and opens the way to new accomplishments. Periods notable for intellectual achievements have again and again followed great wars. For example, the Age of Pericles came immediately after the Persian Wars; the Augustan Age in Rome followed Rome's long period of foreign conquest; the Renaissance movement in Europe was an outgrowth of and was definitely related to the wars of the Crusades; the Elizabethan Age of English literature followed prolonged wars of England with France and Spain; the Golden Age of the eighteenth century in England came hard upon the nation's internal and external wars; the Victorian period succeeded the Napoleonic Wars. Our own Civil War was followed by a phenomenal development of education, evidenced in the development of both cultural and vocational instruction. The lessons of the past indicate that we may expect great educational changes to follow the greatest war of history through which the world has recently passed. In our own country and in the world at large there is an interest in education and a study of the materials and methods of education which indicate that, as never before, the world realizes the value of training in the equipment of men to meet the obligations which are placed upon them and to live worthy of the age into which they are born.

The war and the brief period which has followed its conclusion have brought certain fundamentals into strong relief. The first of these is the greater worth of what may be termed the altruistic motive in education, or of the idea of benevolence or fellow-feeling as a result of education. The large expenditures for education at present made, and the even larger ones contemplated for the future, can be justified only on the ground that the purpose of training is to give men a broad sympathy to be exemplified in altruistic service. That school or system of education which does not train people to seek opportunities for usefulness is failing in the realization of its highest privi-

lege. The education which was contemplated by Stephen Girard for his wards was of the benevolent or altruistic type. In a peculiar way the war period has given the opportunity, indeed, it has almost imposed the necessity, of emphasizing the service ideal in education. In a presidential address recently delivered at an important occasion by the head of one of the old line colleges a new note was struck; this President did not say that the function of a college is to promote culture, or to extend the sum of human knowledge, or to train men to be more successful, or to give the means of becoming happier, or any like things we have so long associated with higher education; instead, the function of a college was set forth to be the equipping of men for service to their fellow-men. In the past two years, Girard College, as never before, has been called to follow the mandate of the Founder, expressed in the following notable statement from his will:

> "My desire is, that all the instructors and teachers in the College shall take pains to instil into the minds of the scholars *the purest principles of morality*, so that, on their entrance into active life, they may, *from inclination and habit*, evince *benevolence towards their fellow creatures*, and *a love of truth, sobriety and industry*."

To an increasing degree in the past year we have been striving to live up to this high ideal.

Another principle of far-reaching import has come prominently to the fore during 1919; the place and meaning of "morale" as a necessity for the accomplishment of any worthwhile result in a big organization or institution has been borne in on us in an unmistakable way. We could scarce escape this lesson from what was going on in the world abroad. Again and again during the war the statement credited to Napoleon has been repeated and shown to be true, namely, "In War the 'morale' is to the physical as three to one." This principle is just as applicable to "the second line of defense" in the production of war materials and to other great coöperative effort as it is to actual fighting. It is true in peace as well as in war. In a peculiar way the idea of morale has been working itself out at Girard College during the past year. It is not too much to say that the morale of both staff and student body, while it

has been put to the test, has been improved from the test to which it was put.

In many ways the review of the year presents difficulties. There is less of physical change to chronicle. Our program of betterments and extensions, while not entirely halted, has been retarded. The unprecedented increase in cost and maintenance has made large inroads on surplus funds which are necessary for permanent improvements. Nevertheless the year has been one of substantial progress in the internal conditions of the Institution. The staff has been strengthened; methods of instruction have been improved; the necessity for economy has turned our attention to matters of efficiency and more careful expenditure in ways that are sure to be helpful in the years to come. As I view the work of the year, the Board of Directors, executives, teachers, household officers, and employees in all other branches of the service have had an eye single to work out the largest good to the great family of boys who are committed to the care of Girard College. It is hoped that the review here made will show, what a more careful examination would show even more fully, that the "eternal debt that maturity owes to youth" is here being so discharged that the great aims of the Founder in the establishment of this school are in some measure realized.

THE SPIRIT OF A SCHOOL

Robert Louis Stevenson once described a boy as made up of three parts: one of which is pirate, one poet, and one pig. This statement certainly approximates a truth. The problem in a boys' school is to suppress and eliminate the so-called piracy and piggishness, and to call forth and make more dominant the finer part of boy nature. Plato analyzed a boy as being of all animals the most unmanageable because the fountain of reason is in him, yet without proper regulation. The same philosopher held a boy to be "the most insidious, sharp-witted and insubordinate of animals." The natural boy has an impulse to mischief, but if the mischief be not malicious and only evidences boyhood pranks, much can be overlooked. The great master of the Hill School, John Meigs, observed that boys who make the most trouble in school often make the strongest men after they go out from school. An aggressive,

forceful character may lead his school-fellows in such a way as to make no end of problems for the school management, but if such a boy can be assimilated and guided, his leadership may count for good even in school, and if such a boy forms the habit of right leadership in school, he has an equipment which makes him a real power when he goes into the world. Nor ought those in charge of a school to be greatly troubled by the tendency of boys to complain against the treatment accorded them. Those who have had large experience in working with boys will agree that they spend no little time in grumbling and complaining against that which in their heart of hearts they really appreciate, and which they would be loath to give up. School traditions are made slowly, and are unmade with even greater difficulty. The spirit of a school, difficult as it is to understand and direct, consists of a body of public opinion which means much for helpfulness or embarrassment.

The spirit of a good school ought not to be different from that of the ideal home, and the aims of a good home may well be accepted as the aims of a school. In the home a boy should be taught obedience and respect for authority, truthfulness, respect for property, unselfishness in service for others, and self-control in life's relations. In the long run a school will have large success or fall short of its opportunity as it accomplishes the high ends which a good home should serve. No discipline, no educational system, can be said to have approached its ideal until the children trained under it have gained the power of self-control. In the earliest school of which the President of Girard College had charge the rule was made that just so far as possible children were expected to have their own way, but upon them was placed the responsibility of choosing the right way. Liberty under self-control, with self-imposed restraint and guiding intelligence, is the highest ideal which can be established in the government of a nation or in the control of a school. The easiest of all methods of conducting a school is by a rigid and formal discipline which converts children into automatons and moves them from place to place under restraint. An absolutism of government, as long as it is enforced, gives the least embarrassment to those who are governing. We may well appreciate that the extension of privileges at Girard College, the taking off of the pres-

sure of necessity, the placing upon boys of more responsibility for their own decisions and holding them for right decisions and for correctness of conduct, have presented increasing difficulties. There are those who may say that the discipline of the College is not as good as it used to be, but to one who understands the meaning of the spirit of a school, who regards a school as a part of life, a place where training is given to those who are to carry the school spirit into life, there can, I fancy, be no question as to the improvements that are now going forward and that have made substantial progress during the past year.

The superiority of a school government which places on pupils a large measure of self-restraint and personal initiative lies in the fact that the pupils are constantly testing their own motives for action. The moral quality of an act lies more largely in the motive which lies back of it than in the actual performance of the act itself. It was this that led the genial essayist, Dr. Crothers, to say, "We want to know, not so much what a man has done, as what he is trying to do." The testimony of those who for years have taken our older boys on trips about the city, to Washington, Valley Forge, Harrisburg, Gettysburg, and elsewhere, is that there is a maturity, confidence and poise evidenced in the College boys of the last year which is a noticeable improvement over these qualities in the years preceding.

A new force in the raising of the spirit of the school in the past year has been the Committee of Conference which was organized early in the year and which has met regularly since its organization. This Committee consists of three representatives of the Instruction Department of the College, three representatives of the Household Department, all of whom are appointed by the President, and six representatives of the student body, three of them being chosen by the Senior–2 class, two by the Senior–1 class, and one by the Junior–2 class. This Conference Committee organized by electing its own Chairman and Secretary, and has held weekly meetings for discussion of matters affecting the welfare of the College. Recommendations have been brought forward from the Conference Committee to the President, and by him brought to the attention of the executive staff of the Institution. In some cases the executive staff has transmitted these recommendations to the

respective Committees of the Board of Directors. In other cases the students have carried the recommendations and conclusions of the Conference Committee back, not only to the organized classes which they represent, but to the larger body of students in the High School, and in some instances even to those in the Elementary School. Such a Committee serves two great ends: first, it gives those who are in charge of the executive work of the College an opportunity to get, in a perfectly proper way, the point of view of the students toward the management of the College. Many matters look very different to the students from the way they look to the executive officers, and it is always helpful for the executive officers to know how policies look to the students. Such a Committee also affords a splendid opportunity for the management of a school to educate the public sentiment of the student body. Instead of handing out regulations as formal orders, as despotic ukases, policies may be discussed with the small group, explained to them, and by them communicated and explained to their classmates, and to the student body more largely, so that public sentiment may be brought to support measures which are believed to be for the best interests of the school.

As the Conference Committee has carried on its work the ends above suggested have been accomplished in no small degree. The student members of the Committee have gone from class to class in the High School Department, and either before the entire Elementary School at a separate Chapel assembly or to the separate classes of the Elementary School, and presented matters of school welfare in such a way as to secure a helpful response and to get coöperative effort from the student body of the College. A simple case may illustrate: A large number of skeleton keys, and keys to which boys are not entitled, had accumulated during the years in the hands of the students. The Conference Committee dealt with the impropriety of boys retaining and using keys of this sort. The members of the Committee presented the whole question of the improper use of keys to the boys of the College and made themselves intermediaries for receiving and turning over keys thus improperly held. A large number of keys were thus voluntarily turned in to the authorities, indicating a new spirit on the part of the boys.

The experiences of the past year indicate that we get at Girard College few boys who may be termed really bad. The age at which boys are received makes it possible for them to be assimilated and corrected in their habits and attitude toward life so that there are a limited number out of our great company who fairly fall within the terms of the Girard Will of being morally so objectionable that they ought not to associate with other boys. In the past ten years we have not found it necessary to expel from the Institution an average of even one boy a year on account of conduct. Of course, not a few boys have demonstrated that they are not profiting from their attendance on the College, and to the mothers of such boys we raise very frankly the question whether the welfare of the given boy, justice to another boy whose place he is occupying, and the best interest of the Institution would not be served by his being withdrawn from the College and given a course of treatment which can be better suited to his individual needs. Boys of this latter class are not counted as expelled due to moral delinquency; they have simply classified themselves in that group, which every school has, of boys who reach a period when they need a different handling.

The advantage of boys deciding in a measure for themselves in matters of conduct and working out their own salvation under guidance is unquestionably greater than would be the gain of a compulsory obedience. When a boy leaves such a school as Girard College, he goes to conditions where he will very largely be his own master. He must practise self-restraint, the adapting of himself to others, the choosing wisely in emergency. If he has had the right training here, he will, in most cases, be successful from the day he leaves the College. If he has not the qualities above mentioned, he will make grave mistakes and suffer dire consequences as he goes into the world. If he does not learn the lessons of self-restraint, and of adapting himself to others after leaving the College, he may go on failing and falling short of the demands that the world makes upon him to the very end of life.

The necessity for punishment, the means of dealing with offenders, is a world-old question which likely will never cease to perplex those at Girard College. Some institutions still make use of money fines as a punishment, but this as a general

device seems not applicable to our conditions. There are certain forms of petty pilfering and wilful destruction of property which seem to point to the wisdom of requiring boys to make restitution as a part of their punishment. But this is quite aside from any general system of money fines. Two centuries ago Harvard College had a series of petty offenses, according to the standards of that time, for which small fines were fixed; thus, a student who was absent from prayers was fined two pennies; one who was profane must pay two shillings six pennies; one who told an untruth, one shilling and six pennies; one guilty of rudeness, six pennies; one playing cards five shillings, and so following. The failure of such a system of fixed fines, whether it be the payment of money or of the so-called "marks," is unfortunate, because the offense and the punishment are established in a student's mind in the relationship of *quid pro quo*. If a boy is handled by a general custom of measuring the punishment to fit the crime, he will somehow get into such a state of mind toward the offense that when he has paid the penalty he feels that his responsibility for the offense has been discharged. As long as that kind of punishment is the method of dealing with offenders, boys will act on the principle that, if they commit an offense and escape detection, they are "in luck"; the grave danger of any systematizing of punishment is that boys will lose sight of the moral quality of the act, and feel that the only serious question is that of being caught and suffering the consequences of being caught. Any system of discipline which does not rise above this standard betokens a regrettable condition in the spirit of the school of which it is a part.

The spirit of a school also must be judged by the method in which punishments are given and received. Punishment given in anger is unfortunate in its effect alike on the one receiving it and the one administering it. Adapting an expression of Shakespeare, such a punishment curses him who gives and him who receives. A wise disciplinarian will proceed with deliberation in administering punishments and, if he is very wise, he will be sure to establish in the mind of the one being punished a feeling that the punishment administered is not only given in justice, but that it is given in the interest of the one on whom it is inflicted, and for the good of the school of which this one is

a part. Such, we hope, may increasingly be the method of punishment at Girard College; and such discipline cannot fail to build up a school spirit which will make of Girard College a vastly improved place in which to rear and educate boys.

RESIGNATIONS

Robert D. MacLean, D.D.S., Assistant Dentist.....January 18.
Miss Laura Kay, Governess.....January 28.
John K. Harley, M.E., Professor of Penmanship and Bookkeeping.....January 31.
George A. Brown, Resident Physician.....February 7.
Ralph Stugert, Housemaster.....April 4.
Paul L. Brunstetter, Prefect.....April 4.
Benjamin B. Chambers, Substitute Housemaster.....April 15.
George L. Gilham, Playground and Recreation Teacher..April 30.
Hamilton Torrey, B.S.....June 9.
Miss Verna Herb, Governess.....July 16.
Walter C. Underwood, Playground and Recreation Teacher.....July 31.
Miss Mary B. Wilson, Governess.....July 31.
Charles W. McGinnis, Playground and Recreation Teacher.....August 8.
Frank R. Ward, Instructor in Trade Drawing.....August 31.
Earle L. Burdick, Housemaster.....August 31.
Frank C. Foresman, Housemaster.....August 31.
Mrs. Louise G. Rice, Governess.....August 31.
Eugene K. Krause, D.D.S., Assistant Dentist.....August 31.
Charles W. Ostrum, Substitute Housemaster.....August 31.
William R. Muyskens, D.D.S., Assistant Dentist.....August 31.
Lloyd M. Baker, Substitute Prefect.....August 31.
Ralph E. Ward, D.D.S., Assistant Dentist.....August 31.
Norman E. Gardner, D.D.S., Assistant Dentist.....September 5.
L. C. Grace, D.D.S., Assistant Dentist.....September 5.
Richard C. Gilmore, D.D.S., Assistant Dentist.....September 5.
Samuel F. Straitiff, Teaching Housemaster.....September 15.
Miss M. Elizabeth Bockius, Assistant Librarian.....September 30.
A. Norman McDannel, Prefect.....September 30.
John W. Stevens, Playground and Recreation Teacher.....September 30.
Oscar J. Eichhorn, Substitute Housemaster.....October 20.
Harry S. Sands, Playground and Recreation Teacher.....November 10.
Robert D. Evans, Housemaster.....December 31.
Leroy L. Leister, Teaching Housemaster.....December 31.

TRANSFERS

William C. Schmidt, Substitute Gymnasium Instructor to Playground and Recreation Teacher.....May 1.
Regularly Appointed.....September 8.
Thomas W. Ferguson, Prefect to Housemaster.....September 1.
Dabney C. Fitzhugh, Prefect to Housemaster.....September 1.
John W. Stevens, Substitute Swimming Instructor to Playground and Recreation Teacher.....September 1.

APPOINTMENTS

John F. Barrett, Teacher of Sloyd.....January 1.
Charles E. Bowman, Head of Commercial Department....February 1.
Eugene K. Krause, D.D.S., Assistant Dentist.....February 10.
Miss Verna Herb, Governess.....March 1.

Oscar J. Eichhorn, Housemaster . . . . . March 16.
Robert D. Evans, Playground and Recreation Teacher . . . . . March 28.
Robert D. Evans, Housemaster . . . . . September 1.
Miss Della M. Adams, Governess . . . . . August 1.
Howard Conklin, Teacher of Sloyd . . . . . September 1.
Miss Anna C. Roth, Governess . . . . . September 1.
H. Morgan Ruth, Teaching Housemaster . . . . . September 1.
Leroy L. Leister, Teaching Housemaster . . . . . September 1.
William C. Eldridge, Assistant Instructor in Printing . . . . . September 1.
Oliver R. Heiser, Housemaster . . . . . September 1.
Norman L. Jones, Prefect . . . . . September 1.
James H. Bartholomew, Instructor in Trade Drafting . . . . . September 1.
John F. McKernan, D.D.S., Assistant Dentist . . . . . September 2.
Earl R. Worner, D.D.S., Assistant Dentist . . . . . September 2.
Miss Minerva R. Saunders, Governess . . . . . September 5.
Wilbert D. Peck, Teaching Housemaster . . . . . September 6.
Charles H. Patton, D.D.S., Assistant Dentist . . . . . September 8.
H. Ernest Harting, Prefect . . . . . October 1.
Harry S. Sands, Playground and Recreation Teacher . . . . . October 1.
Miss Carrie E. K. Mathews, Assistant Librarian . . . . . October 22.

Changes in staff have been numerous in the past year, due to readjustment following the war. Several of those who were absent on leave in war service found it not possible to return to Girard College, and others who were already in the service have withdrawn to take up work elsewhere. The staff in the Household Department has been slightly enlarged, making new appointments necessary. The above list of resignations, transfers, and appointments is not as extensive as was the similar list for 1918, but it is probably considerably larger than will be the corresponding list for 1920. Several of those who have been in military service, some of them across the sea, have returned and taken up their work. At the close of the year we have a fairly stable condition once again in the staff of the Institution.

Five deaths of faithful former servants of the College occurred during the year. The first was that of Miss Annie J. Wilson, who had served for thirty-three years as nurse in the College Infirmary. She was stricken with the influenza in the latter part of 1918, and continued in the service long after she should have given up. The influenza led to complications affecting her general health, and she was never able to resume her duties. After vainly trying in different ways to regain her health Miss Wilson died at the home of her sister, in Baltimore, on January 30. A great multitude of boys whom she had served in their time of need would testify to the devotion and self-sacrifice of Miss Wilson's life.

Channing F. Peixoto passed away on March 11 at Wildwood, N. J. Mr. Peixoto was a veteran of the Civil War, and a man of sterling worth. He served Girard College long and faithfully at the Lodge entrance and was widely and favorably known to the College boys and to all others having to do with the work of the College.

Miss Anna M. Shreve died on April 21, 1919. Miss Shreve had served the College for thirty-nine years, during two of which she occupied the post of Assistant Matron in charge of Building Seven, and during thirty-seven of which she was Matron. Miss Shreve had endeared herself to generations of College boys and College employees, and in an institution famed for long tenure and devotedness of service, her record was notable. Those who knew her and worked with her will always treasure the spirit and devotion of Miss Shreve as one of the happy memories of their lives.

Colonel Harry Gibbons Cavanaugh, U. S. A., who commanded the Girard College Battalion from 1900 to 1904, died at New Castle, Del., on July 18. Colonel Cavanaugh was born in Philadelphia on July 23, 1843, and had a distinguished record for military service, being a member of the Military Order of the Loyal Legion of the United States and of the Commandery of the State of Pennsylvania.

Just at the close of the year Thellwell R. Coggeshall died suddenly. Mr. Coggeshall had been on retirement from the service of the College for about a year and a half. On Thursday evening, December 18, he was in attendance on the musical concert at the Chapel and was stricken on the train on the day following and passed away almost immediately. Mr. Coggeshall had given practically all his working life to Girard College, and by his earnestness he had earned the esteem and good will of all those associated with him.

HOUSEHOLD

Two changes in the household work during the year are worthy of mention. The first was the alteration in Building Two, by which four section rooms have been provided on the first floor of that building. This arrangement has afforded the opportunity of taking the boys of Sections A and B back to Building Two, and having them cared for in groups of thirty-

six boys each. With this change Sections C and D have been assigned to Building Three and the four sections of the older boys given the use of the North Playground. Matters of degree and monitor privileges on the east end of the grounds and the unifying of the work with the older boys can be better accomplished with the assignment of Sections A and B to Building Two. It is an added pleasure to the members of the staff who live on the grounds to have the older boys at the east end. The arrangement which has been in effect for three years of having them in Building Three was a temporary expedient which we are happy to have discontinued.

The changes above mentioned have made it possible to transfer Sections E and F to Building Four under the Housemaster plan of organization. Messrs. Ferguson and Fitzhugh, who have served for a number of years as Prefects for E and F, were appointed Housemasters, the first being assigned to Section E–1 and the second to Section F–1. Two additional Housemasters were appointed and assigned to Sections E–2 and F–2. The same general arrangements as to section room and dormitory lockers, study hours, and the like which heretofore had been applied to the four upper sections were extended in September to E and F. These sections are thus given more personal attention and are equipped for better care than was possible under the former arrangement.

Another improvement worthy of mention was the introduction of a system of Teaching Housemasters. Four Housemasters assigned to Sections A and B have been given teaching rosters not to exceed ten periods each per week. Added compensation was granted these men and they have been assigned to do regular classroom teaching in the High School. The advantages of this arrangement are many. In the first place it serves to dignify the position of Housemaster and to remove the unfortunate line or division which sometimes boys have drawn between the school and household branches of our work. The added compensation afforded by this arrangement will, we trust, make it possible to attract and to hold more desirable men than could be secured for the household work without the opportunity and the remuneration thus made possible. While there are some difficulties in beginning this plan these are not insurmountable, and the plan affords an opportunity

to bring into Girard College a system of teaching and household service common in the best private schools the country over.

The Housemaster who has been serving for several years in charge of Section A–1 is a capable teacher who easily met the requirements of the Teaching Housemaster position. It has been possible for us to call other men of good capacity and seriousness of purpose, and it is not too much to say that the Teaching Housemaster plan of organization opens up at Girard College one of the most promising lines of development which we have entered upon for a goodly number of years; particularly are we all interested in the promise which this plan holds out of doing away with the distinctions between the school and household services. The sooner a universal recognition is given to the fact that the education of a boy at Girard College is one great task to which all factors here are contributing, the greater will be the gain and the earlier the accomplishment in some measure of the high ideals which we are seeking to work out.

PLAYGROUNDS

Experience at Girard College in the past three years has amply demonstrated that out-of-door games, competitive sports and mass drill in the fresh air are greatly to be desired in physical education, rather than instruction in the gymnasium. A playground teacher leading and guiding the games will stimulate interest and keep boys occupied in a way that would never be possible if they were left to their own devices.

Games develop manhood; they train boys to face danger without flinching and to endure hardship without complaint. The spirit of "carrying on," fighting a game through, "coming from behind," which is born of competitive sport, is an absolute essential to the largest success in life.

Over and above the advantage just mentioned athletic games train boys to lose with good grace and even to congratulate the winners. No one can have true success in athletic competition unless he can control his temper and treat his opponent with decent and manly consideration. Those who have watched athletic competitions in school and college have noted many times the training in gentlemanly qualities which comes to otherwise coarse and "muckerish" fellows.

Competitive athletics teach a boy to forget himself and to play for the team, or in a broader way, to play for his school. The sacrifice of one's individual score, the foregoing of personal glory in favor of the colors which one wears, is an early and very necessary lesson in self-effacement. An English schoolmaster well says in the *Cambridge Essays on Education*, "That man is best equipped to play a noble part who realizes that there are rules in the great game of life which an honorable man will respect, that there are advantages which he must not take . . . The honor of the playing field is a generous code, and to have learnt its rules is to have learnt the best that the public opinion of a boy community can teach."

Leadership in athletics and personal force which come through one's capacity to forge ahead and assert himself are but the beginning of the qualities of success which often follow men after leaving the school and the playing field. In all the business of competitive athletics, however, there should be a higher principle than merely winning. The schoolmaster and athletic coach must recognize that games are not an end in themselves—that they are only a means to an end. The team which does not make victory secondary is likely not to realize the largest profit from competitive athletics. The principle of "win at any price" will make athletics harmful rather than helpful in the life of a school.

The danger in a large school is that relatively few boys will be given a high degree of development, that they will represent the school in athletic contests, and perhaps win glory for the school and that the larger body of the students will be mere onlookers, supporting their team by lung power. The aim of the physical training work in Girard College has been to get all the boys into the games, to expect all boys to play and to give a large number of boys a little skill rather than to give a relatively few boys great skill.

Interest in sports is a wholesome and altogether uplifting influence in the life of a school. Boys who have their minds on athletic contests are much safer than are those who are without such influences. The study of some particular game or sport, the devotion to a game as a habit is an interest which the school can well afford to cultivate. The chief value of play is in the indirect results coming from engaging in it. The

pleasure which play gives has been compared to the sugar coating which sometimes covers disagreeable medicine. Boys play for the sake of enjoyment and receive incidental physical exercise which they much need, and also learn lessons of coöperation and team work which are of highest educational value.

The whole play life of Girard College has been organized and is largely under direction. The participation in games comes about naturally, but it is all a part of the program which we are seeking to foster. Boys greatly enjoy competitive sport, especially if they can engage in it with an older person or have such a person's coaching or supervision. Virile playground teachers who are able to participate in the games with skill are an unending source of interest, and the boys respond with a will to organized play under direction; the sports which are thus carried forward on the playgrounds seemingly have all the spontaneity and zest of the back lot or "park swallow" competition.

The service of the playground staff of the College calls for special commendation. The spirit of "Come along, let's do this," in which the playground teachers have gone about their work has permeated the Institution, and the College has had in the past year a great uplift growing out of our present system of recreation.

While outside competition has been only incidental to the playground work, it has been attended with such success that the playground work has received a stimulus from these activities. The College teams have made a creditable showing in base-ball, basket-ball, soccer football, swimming, and track events. Relations have been established with a limited number of outside schools, some of them public high schools, and others private boarding schools, and so far as possible, we have had the competition in the various events at the College. The games with outside teams are nearly always played on Saturday afternoons, and they have furnished pleasant diversion to the boys on whose hands time hangs heavily on Saturdays. In the main the practice has been to have first and second teams in the chief branches of sport, and to limit competition with outside schools to these teams. The competition inside the College has been intersectional, or between playgrounds, or color competitions between given groups of boys.

The success of our boys in competitive sport has reflected great credit on the system of training at Girard College. In many cases Girard boys are in competition with those who are considerably older than themselves. Yet the spirit of "play the game," and "put everything you have into the struggle," coöperation in team play, and the coolness of nerve which comes from a large amount of competition at the College have given our teams marked success as they have gone up against boys older and heavier than themselves. We still regard winning as an incident, the spirit of the boys and those teaching them being "may the best team win," but along with that goes a doggedness of determination to be the best team, and success in competitive sport has contributed not a little to the indirect results which sports and playground activities have brought.

INDUSTRIAL ACTIVITIES

Increasingly the boys of the College have aided in carrying on the domestic and other services of the Institution. A scarcity of women for service, especially in the dining-room of Building Eight and in the kitchens, has in part been met by an enlarged use of boy labor. An additional dish-washing machine has been installed and the boys are doing practically all of the work on the west side of the large dining-room above mentioned. In addition the boys have continued their service in the care of the grounds east of Building Eight, and, with slight curtailment, of the dormitories in Buildings Five, Eight and Nine. While we regard play as an important factor in the life of Girard College boys, we regard work as equally important. The old rhyme "All work and no play makes Jack a dull boy," has had in our experience a complement which goes, "All play and no work makes Jack a mere toy." One who watches our boys at work in the dining-room or elsewhere about the grounds must be impressed with the fact that they enjoy the work and go at it with an enthusiasm which may well be compared to the enthusiasm which they show at play. During the past summer the school gardens at the west end were placed in the hands of a group of boys in charge of an industrial supervisor. One-third of the profit from this enterprise was given to the Junior Red Cross and the remainder was divided among the boys who volunteered for the service, in proportion to the hours

of work completed by each boy. With the limited ground at our disposal and all charges against this enterprise paid, the profits reached a total of $114.05.

The work begun by the Junior Red Cross in the preceding year has been continued to a limited extent, one of the activities in this direction being a contribution toward the continued support of French War Orphans mentioned in the last report.

In conclusion under this head it is pleasant to record that our boys are accepting the work idea naturally and are responding to a program of industrial employment as a part of the life at Girard College just as whole-heartedly as they have responded to the tasks set in the schools, or to the appeal for their coöperation in play. These industrial activities are thus becoming a part of the all-round life of the place.

SUMMER SESSION

Slightly more boys were in attendance at the College during the past summer than in the summer preceding. At the opening of the vacation on July 1, six hundred and forty-four boys continued in residence. On August 1 the number in residence had decreased to five hundred and twelve. The latter figure represents a total of seventy-four more than at the corresponding date in 1918.

The National Educational Association adopted resolutions at its July meeting urging a longer school year and less vacation. Press comment on this resolution expressed general approval of the proposal. This we cannot but regard as an endorsement of the policy heretofore followed at Girard College. By beginning our school sessions promptly on the first of September and continuing until the end of the calendar month in June, with an eight-day break at Christmas and a five-day break at Easter, we get more time for school instruction than do most systems of public schools, and considerably more time than do the usual preparatory schools. While our scheme of instruction calls for but eleven years as against twelve in the usual public and private school, it is probably not too much to claim that the net time of instruction in our eleven years is nearly or quite equal to the total time of instruction in the average twelve-year scheme of public and private schools.

In addition to the longer year mentioned above, we have conducted for a number of years a vacation school for all the boys who remain in residence during the summer. For the majority of boys this school is in the nature of a playground or recreation enterprise, the purpose of which is to take care of boys, giving them an enjoyable two months, and incidentally training them in matters related to, though not necessarily a part of, their regular school program. This has worked satisfactorily, and in general our boys have a good time during the summer and also incidentally they derive profit from the summer session.

In addition to the aim above mentioned, a smaller group of those who have fallen behind in their work, who have failed in promotion, or who need to advance themselves in standing in order to graduate, are given the opportunity of making up a single term's work. Twenty-seven boys were continued in the class of the sort just described in 1919. Twenty-six of these boys made so good a showing by examination in the autumn that they were promoted by the faculty of the High School to enter upon the work of a higher class. All except two thus advanced have maintained satisfactory standing up to the present time. This is the best showing which any summer class has ever made at the College, and this showing was no doubt largely due to the very splendid service given by Messrs. Homer S. Smith and Amos J. Heinly, who served as tutors. The staff of summer teachers whose names follow included several persons new to the work at Girard College.

STAFF OF SUMMER TERM

Principal.....Mr. Barton Sensenig
Music Director.....Mr. M. Claude Rosenberry
Accompanist.....Mr. Daniel H. McPoyle

TEACHERS

Mr. Homer S. Smith
Mr. Amos J. Heinly
Mr. George W. Raynor
Mr. Robert J. Adams, Jr.
Mr. John W. Weider
Mr. Edward H. Worthington
Mr. Winfield T. Moyer
Miss Etta C. Ruff
Miss M. Salome Slaven
Miss Carrie Downie
Miss M. Laura Megargee
Miss Bertha I. James
Miss Florence M. Pfeiffer
Miss K. Adessa Martin
Miss Elsie M. Even
Miss Katherine L. Hazel
Miss Dora Reece
Miss Lillian A. Reece

CHAPEL SERVICE

The general neglect of religious education is a grave menace to the present age. Under the American system education has become an affair of the state, and the state is completely separated from the church. Religious education has largely fallen in the breach between the church and the state. The state on its side has said religious training is not possible to us; the church similarly has too often been willing to say, "We leave matters of education to the state,—ours is the duty of giving inspiration, stimulating the impulses and desires of men for right action, but we have no obligation to teach." As a consequence of this situation the youth of the land are receiving little in the direction of formal religious training.

By the peculiarities of the Girard Will denominationalism is precluded from any part or lot in the teaching of Girard College, but the exclusion of ordained ecclesiastics and the prohibition upon denominational teaching have not removed the necessity for, or the possibility of, religious education. As we study the problems of the College we shall increasingly become aware that we owe a debt of religious training to the youth who are in the care of the Institution.

Discussions of church unity and coöperative effort among religious bodies have made clear how largely the great branches of Christendom are in sympathy one with another. The questions of denominational differences are only minor features in the teaching of every one of the great branches of religious faith, and the Girard Will implied that these branches of Christendom might continue and that the youth trained in the College should, when they had reached the age of what was called "matured reason," select denominations with which they desired to become affiliated. But the necessity still remains of giving the fundamental training, moral and religious, which is the basic equipment for life and on which the denominational religious teaching must of necessity rest. Without such fundamental training, no denominational teaching could be effective. Repeatedly have those who are in the work at the College said, and it appears to be a statement which cannot be repeated too often, that the Chapel service and religious education which clusters about and is related to that service, is the very heart of the work of the Institution. For one, I

feel like repeating anew that without the refining and ennobling influences of the Chapel and what the Chapel represents, the work of the College would fail ten times over. The daily assembly for worship with the reading of scripture and prayer, the acknowledgment of the goodness of Almighty God, the invoking of the divine blessing in advance of meals, the enthronement of the Bible and its teachings as the rule and guide of life at the College,—all give a meaning and a vitality to our work which it could not otherwise have.

A visit to other schools and further study of the problems of the Chapel service and religious education have served to confirm the practice of the undenominational methods at Girard College. A preparation of outlines for Bible study and the recognition by several school systems of work done in the churches of various denominations all point to the possibility in religious education of those of different faiths working together by fixing their attention on the matters which they have in common, and agreeing to leave out of consideration, for the time being, those things which mark denominational differences.

The plan of holding specialized Chapel services on Mondays, Wednesdays, and Fridays has now been in operation for three years, and the interest has steadily grown. The management of the High School has appointed a special committee for the Monday morning Chapel exercise, the purpose of which has been to bring the most helpful and interesting aspects of school life into that service. The older boys have enjoyed very much during the past year a special musical program given each Wednesday morning on the pipe organ of the High School auditorium. Mr. Harry C. Banks, Jr., has played a large number of classical selections, prefacing them with short biographical sketches of the composers and some interpretative comments on the compositions to be played. Mr. Banks has also favored the High School with several of his own original compositions. The attention of the boys to this work is an indication that they are being trained to a genuine musical appreciation. Similarly the morning assemblies of the Elementary School on Mondays, Wednesdays and Fridays have been planned with full recognition of the interests and capabilities of the younger boys, and there has been an

evident increase of interest and a greater profit from this change.

Experience with separate Chapel assemblies on Mondays, Wednesdays and Fridays gives added force to a recommendation made some years ago that a change be introduced in the Sunday afternoon Chapel service. A Sunday afternoon service duplicating the service of the morning has not afforded the interest or profit which such a service should give. Our Sunday morning Chapel is a much more dignified and impressive occasion than the Sunday afternoon service has ever been or than it is likely to be. The executives of the College have studied this question for a goodly time, and more recently the same matter has been discussed by the Conference Committee. From the Conference Committee has come a suggestion that the single congregate service on Sunday afternoon be discontinued, and that along with this certain changes be introduced.

The executive staff took up the suggestions from the Conference Committee and at the close of the year recommended that four separate services be held Sunday afternoons or evenings to take the place of the second service as it has heretofore been conducted. The recommendation was that the one hundred and forty-four boys included in Sections A and B have a Sunday evening service from 7.30 to 8.30, and that this be more in the nature of a study class along the lines of religious education. Various outlines for definite and constructive work are available which would give our boys a much better body of information than they now get, and place upon them also the necessity of doing some thinking along the lines of their instruction. For the next group, including the five hundred and four boys from Sections C to I, we have suggested a study hour from 3 o'clock to 4 o'clock with instruction suited to the ages of these boys. The High School auditorium is now available for the use of such a class, and with a competent leader the class could be made much more definite and helpful than any general second address could be when designed for all the boys of the College. For a third group of five hundred and sixty boys from Sections K to 23 we recommend instruction in Bible reading and study in smaller groups in their section rooms for two-thirds of the time from 3 to 4 o'clock and an assembly for singing and group

instruction for the balance of the time. For the fourth group, including the three hundred and twenty boys of Building Seven, instruction is recommended similar to that above mentioned for the boys from Sections K to 23. The plan as proposed will make possible the assembling of the two groups of smaller boys in the Chapel, using the same accompanist and leader for both groups. This plan contemplates a larger use of the household staff in working with the boys, also an increased burden for the executives of the Institution. The plan, however, gives such promise of service and of making the religious training of the College more vital, that all concerned would be willing to undertake the added work necessary to make the undertaking a success.

LECTURES AND ENTERTAINMENTS, 1919

Friday, January 10:
Lecture—"We, Us and Company."
Mr. John Kendrick Bangs.

Friday, January 24:
Concert—Dr. Thaddeus Rich and Associates.

Friday, February 7:
Illustrated Lecture—"Abraham Lincoln, The Typical American."
President Cheesman A. Herrick.

Friday, February 21:
Vocal Selections—Miss Kathryn Meisle.
Readings—Miss Bertha Maxwell Rolph.

Friday, March 7:
Interpretative Recital—"The Rivals."
Dr. Henry Lawrence Southwick.

Friday, March 21:
Lecture—"Benjamin Franklin."
Hon. Hampton L. Carson.

Friday, April 4:
Illustrated Lecture—"The Meaning of a Flower."
Dr. S. C. Schmucker.

Friday, April 25:
Recital—"The Country Cousin."
Miss Margaret Stahl.

Friday, October 3:
Illustrated Lecture—"Bird Neighbors."
Mrs. S. Louise Patteson.

Friday, October 17:
Lecture—"The Real Indian."
Dr. Charles A. Eastman (Ohiyesa).

Thursday, October 30:
Hallowe'en Entertainment—"An Evening of Melody, Mirth and Mystery."
Mr. and Mrs. W. E. Floyd.

Friday, November 21:
Concert—Musical Clubs of the University of Pennsylvania.

Friday, December 5:
Original Declamation Contest—Members of the Senior Classes of Girard College.

Thursday, December 18 and Friday, December 19:
Concert—Musical Organizations of Girard College.

Wednesday, December 24:
Recital—"A Christmas Carol."
Mr. Charles F. Underhill.

Under the auspices of the American Organ Players' Club, on Thursday, March 13, Mr. Harry C. Banks, Jr., Organist of the College, assisted by Miss Mae Carver, Contralto, entertained the older boys of the College and invited guests with an excellent program of music.

On January 22 the Class of January, 1919, presented as their class play, Shakespeare's "A Midsummer Night's Dream." As usual the boys presented a high-class production.

The educational lectures of the year were given by Professor Frank M. McMurray on April 24, and Professor William H. Kilpatrick on October 23, both of Teachers College, Columbia University.

ANNIVERSARIES AND COMMENCEMENTS

New Year's Day.....Major-General Littleton W. T. Waller, U. S. Marine Corps.
Commencement, January 23.....Mr. George W. Braden.
Lincoln's Birthday.....Hon. J. Henry Williams, Judge Superior Court of Pennsylvania.
Founder's Day.....Hon. Hampton L. Carson, Member Board of Directors of City Trusts.
Founder's Day (Morning Assembly of pupils).....Mr. Hugh F. Denworth, Class of June, 1908.
Memorial Day.....Lieut.-Col. Edward J. Meehan.
Commencement, June 18.....Clinton Rogers Woodruff, Esq.
Thanksgiving Day.....Hon. Michael J. Ryan.

Supplementary to the above list numerous speakers have been called to the College for Chapel service and for additional instruction and entertainment. Among others, Dr. Wilfred

T. Grenfell gave an illustrated lecture on his work in Labrador, in October. Several graduates of the College have been invited back for messages to the boys.

In the list of the promising developments of the year have been the educational lectures for the staff, which in 1919 first became a regular feature of our work. Every school is subject to the danger of getting into ruts and I have coveted for Girard College a practice, which St. Paul's School adopted some years ago, when the Professor of Education from the University of Wisconsin was invited to come on for a somewhat extended stay and to make observation in detail on conditions and work in the school. A report of the conclusions from this study was printed as an appendix to the annual report of the Rector of the St. Paul's School in 1916 and proved a document of interest and value, not only to St. Paul's School, but for boys' schools elsewhere.

After years of service teachers are in danger of losing the freshness and virility that comes with new work or new conditions. A change in method, a new grouping or a new attack on the problems, goes far toward enabling teachers to escape the tendency to become static. The changes in organization of our educational work, the introduction of new methods, the utilization of new equipment and the like—all have tended to keep the educational work of Girard College free from the incrusting of fixed methods. Entrance on the use of the new High School building, the change of length of the school day, the introduction of new elements into the curriculum and the new method of control and supervision, have all tended to give a zest and a freshness to the work at Girard College. For our own guidance in the future, and as a possible service yet to be rendered, I would suggest our considering the desirability of doing for Girard College, at a later time, exactly what St. Paul's School has recently done, namely: engaging the services from time to time of sane and competent persons who will make observations on our educational methods, and suggest to the teachers, individually, and to the Institution as a whole, such changes as will enable us to render an enlarged service to the boys being trained.

Something approaching the above was begun in 1919 by the lectures on educational topics for which a limited appropria-

tion was made. The plan has been to have an outside speaker familiarize himself in some degree with our problems and give us stimulation and suggestions. We were particularly fortunate last year in securing the services of Professors Frank M. McMurry and William H. Kilpatrick. In reporting on the educational work the Vice-President makes the following comment on the educational addresses: "Too great emphasis cannot be placed upon the advantages accruing to our work at the College through the addresses of Professors McMurry and Kilpatrick. The tendency of service at the College is toward limiting attendance upon educational meetings and contact with those engaged in teaching work outside the College. To have brought to us the keen comment and suggestions of trained educators is of exceeding value. I have heard repeated comments upon these addresses. They have already been of much value to our teachers. I believe that no appropriation is a better investment than that which enables us to continue addresses of this type."

THRIFT

The past year has outdistanced by a wide margin the records of all former years in the direction of systematic saving. This we regard as an outcome of a long-continued emphasis in the training of the boys. The thrift prize essays endowed by the Early Eighties Alumni organization have been a help. The appeal for investment in thrift stamps and War Saving Stamps during the war period further emphasized this same matter. A much larger number of boys at employment and the supervision of the office of Admission and Discharge over their earnings and its advice as to savings and investments have further contributed to the same desirable end. In the matter of Saving Fund accounts the statistics which follow will show that one hundred and fifty-three new accounts were opened in 1919 as against sixty-seven such accounts in 1918 and one hundred and seventy-two in 1917. The number of Saving Fund accounts in the past two years has been affected by the purchase of thrift stamps and War Saving Stamps. The amount deposited in the Saving Fund in 1919 aggregated $3,061.17, being a large increase over the amount deposited in any preceding year. The figures show a further favorable

relation in a decrease of withdrawals from the Saving Fund as compared with the amount withdrawn in 1918. The large withdrawals in 1918 were in part from patriotic motives of those who withdrew from the Saving Fund in order to invest in War Savings Stamps and government bonds. The totals on deposit in the Philadelphia Saving Fund Society under the supervision of the President's Office at the end of 1919 was $12,289.21. The total number of accounts at the end of 1919 was nine hundred and seventy-five. It thus appears that nearly two-thirds of the boys at Girard College have Saving Fund Accounts, and at the rate that the accounts have been increasing, in recent years, we may confidently look forward to the time when nearly all of the boys will have Saving Fund accounts in their names.

THE GIRARD COLLEGE SAVING FUND

Year	*Deposits*	*Withdrawals*	*Balance end year*
1896	$234.07	$5.00	$229.07
1897	446.79	22.52	653.34
1898	437.04	113.91	976.47
1899	340.12	701.35	1,246.24
1900	452.36	153.20	1,545.40
1901	503.79	164.42	1,884.77
1902	518.81	367.73	2,035.85
1903	606.70	468.67	2,173.88
1904	743.21	482.02	2,435.07
1905	758.20	419.51	2,773.76
1906	764.80	842.31	2,696.25
1907	939.74	246.00	3,389.99
1908	851.72	510.95	3,730.76
1909	970.88	651.36	4,050.28
1910	828.70	945.88	3,933.10
1911	1,334.14	800.55	4,466.69
1912	1,360.27	949.32	4,877.64
1913	1,694.00	568.10	6,003.54
1914	1,704.91	709.20	6,999.25
1915	1,678.19	360.24	8,317.13
1916	1,941.61	1,082.02	9,176.72
1917	2,642.82	1,275.05	10,546.49
1918	2,437.31	2,166.01	10,817.79
1919	3,061.17	1,589.75	12,289.21
Total	$27,251.28	$14,962.07	

Accounts opened in 1915	108
" " " 1916	101
" " " 1917	172
" " " 1918	67
" " " 1919	153
Total number of accounts, December 31, 1915	691
" " " " " 31, 1916	765
" " " " " 31, 1917	894
" " " " " 31, 1918	893
" " " " " 31, 1919	975

Supplementary to the operation of the Saving Fund set forth above the following facts are recorded with regard to the purchase of thrift stamps and War Saving Stamps through the President's Office. On January 1, 1919, there were held by the Office six hundred and fifty War Saving Stamps of a value of $2,749.50, and 2,239 thrift stamps of a value of $559.74. On December 31, 1919, there were on hand in the President's Office 595 War Saving Stamps of the issue of 1918 of a value of $2,588.25, and 321 War Saving Stamps of the issue of 1919 of a value of $4.23 each, making $1,357.83. There were on hand at the period last named 2,340 thrift stamps at a value of $585. The grand total of this collateral held at the end of the year was $4,531.08. The amount just named plus the amount deposited in the Saving Fund in the name of the College makes an aggregate of $16,820.29 in savings held in the names of Girard College boys.

The earnings of boys who are at employment under the part-time arrangement and of those who have worked during the summer vacations and on Saturdays throughout the year have favorably affected the figures above given. When the part-time work was begun and it was necessary to exercise supervision over the earnings of boys, an effort was made to do this work from the President's Office, but the data on which the accounts depended all had to come from the Department of Admission and Discharge in such a way that the work was done to a great disadvantage in the President's Office. During the past year these accounts have been transferred to the office of the Superintendent of Admission and Discharge and placed in the hands of a clerk in that office under the supervision of the Superintendent. A boy who is at employment is required to bring his money back to the Superintendent's office where an account is opened with him. The expenses of the boy in carfare and lunches and any special expenditure to which he is put in order to carry on his part-time, or other employment, are deducted from his earnings. The balance is placed in bank to be kept for the boy until he leaves the College or until it seems desirable for a deposit of his earnings to be placed in the Saving Fund, or for him to purchase a government bond, or war savings or thrift stamps. Special needs at home sometimes have led to furnishing a boy with additional funds.

Altogether the Superintendent's office has handled during the year a total of a little over $16,000, and of this amount $14,300 has been returned as a permanent investment in the Saving Fund and in bonds, or for the expenses of boys for the purchase of extra clothing, books, tools, and the like. The balance on hand in this fund on December 31 was $1,827.76. The amounts involved in this fund have grown rapidly and the checking of accounts presented a problem. There has been worked out a series of comprehensive records, and the financial operations of this special account are regularly reported upon and audited.

The importance of the matter above explained is not so much in the amount of money involved as it is in the training which boys are given in earning, saving, and judicious expenditure. Not the least of the educational service which the College is rendering is in teaching boys how to spend, and to save, from the money which they earn or otherwise receive.

Closely related to this matter is the question of allowances of spending money to boys who are in the College. Attention was drawn to this in the report for 1918 and after due consideration the Committee on Household took action directing that hereafter allowances be not given to the boys directly by their mothers or guardians, but that they be sent through the President's Office. At the opening of the school in September the new arrangement went into operation. We sent out a circular letter to all mothers cautioning them against sending or giving money in the old way, and urging that only limited allowances be sent. The amounts suggested were fifty cents to one dollar a month for the older boys, and twenty-five to fifty cents a month for the younger ones. The whole system of records, the receiving and recording of money from the boys and the boys' mothers in the President's Office was changed, and we believe that at the present time we have a much more business-like and understandable procedure than was formerly in use. The chief advantage of the system is the more definite fixing of responsibility in the handling of money, and a larger recognition of the boy in the financial operations affecting his savings and expenditures. All these details necessitated much extra work from the President's Office; the services of the President's Secretary and of the Postal

Clerk have been unremitting in placing the financial operations of the office on the most satisfactory basis possible.

HIGH SCHOOL

Substantial progress has been made during the past year in working out a revised curriculum for the High School and in making the subject matter and methods of instruction more definite than they have been heretofore. Early in 1919 the Vice-President formulated a scheme for the year's work, presenting it as a communication to the heads of departments of instruction in the several subjects in the High School and to the Superintendent of the Mechanical School and the Supervisor of Elementary Schools. This statement was as follows:

> "I am anxious to formulate, as the outstanding educational accomplishment of the year, a complete outline of the instruction in each subject taught at the College. . . . Each statement is requested to be arranged by terms and may be as detailed as desired to express fully:
>
> (*a*) Aims of the course.
> (*b*) Methods of presentation.
> (*c*) Content of instruction—minimum essentials and next desirable additions.
>
> "It is hoped that work on these preliminary drafts will be completed by January first, 1920. They will then be used as a basis:
>
> (*a*) For a series of departmental conferences of all teachers of the same subject, from Primary School to High School inclusive, from which a final outline of the instruction in each subject may result.
> (*b*) For the preparation for a condensed summary of the instruction in each subject, arranged by weeks (or months, where weekly intervals are too short), to give the time-progression of each.
>
> "The 'time-progression' summaries should include for each period, a memorandum of points of contact with subjects taught in other departments and of possible correlation. They will serve as guides for a series of 'Correlating Committee' conferences through which the instruction of the College may be arranged in proper sequence and relationship and by which suitable illustrative material may be provided."

Supplementary to the above the faculty of the High School has spent a considerable time during the year in a discussion of a recent bulletin of the Commission on the Reorganization of Secondary Education under the title "Cardinal Principles of Secondary Education." Copies of this bulletin were supplied for each High School and Mechanical School teacher. After a general discussion of the recommendations, the several departments were requested to make statements in turn at subsequent meetings of the faculty of the extent to which each department is able to contribute to the seven main objectives as laid down in the above mentioned report, they being: 1. Health. 2. Command of fundamental processes. 3. Worthy home-membership. 4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical Character.

The Curriculum of the High School has been modified somewhat during the year, though the changes introduced have been much more extensive in interpretation and method of teaching than in actual subject matter. During the spring by action of the Committee on Instruction a new plan for High School mathematics material was introduced, under which the mathematics of the seventh, eighth and ninth years is somewhat general, covering the essentials of arithmetic, algebra, and geometry and the elements of trigonometry. In the tenth year mathematics is to be vocational in character, specialized for the boys in the Commercial division and the Mechanical School. The problem of this work is one of text-books, and of making the instruction definite. It is a pleasure to report that the Head of the Department of Mathematics is now working on a syllabus of instruction for the three years above mentioned and the head of the Commercial Department is preparing a study on the needs of commercial mathematics; at the same time the Superintendent of the Mechanical School is assembling material to furnish a basis of mathematical instruction in relation to the several trades taught in the Mechanical School. Helpful text-books are beginning to appear as an aid to this work, and there can be little doubt that more practical mathematics will give increasing interest and render a larger service to our boys, practically all of whom have an immediate and direct vocational aim.

Progress has been made in working out science instruction

and in making the science of the College of more vital human interest. It is fortunate that our head teacher of Science is a physician; he has been working up a fundamental course dealing with such questions of hygiene as food, exercise, posture, care of teeth, cigarette smoking and personal habits. Thirty-two lessons of this sort with readings and discussions are carried on throughout the year.

An interesting feature of the year's work has been the much more regular use of the testing laboratory of the Science department. The time of one of the instructors has been so arranged that he can make analyses of coal, food-products, oils, soaps, milk, textiles and the like, for the general purposes of the College. The boys studying chemistry are utilized for this work under the direction of the teacher above mentioned.

Developments in the field of geography are also worthy of mention, particularly in the increasing use of illustrative material. An effort is now being made to relate the geography of the seventh year to Philadelphia industries, thus giving a helpful correlation with the teaching of local history and community civics in the first two years of our revised High School curriculum.

The most notable changes in the instruction of the High School during the year have been in commercial studies. The new Head of the Commercial Department has set himself seriously to the task of reorganizing the instruction, making it more practical and relating it more definitely to the commercial operations of Philadelphia. Outlines in detail for penmanship and bookkeeping, typewriting and shorthand, and the elements of business law have been worked out. The plan as completed has been put in summarized form in an eight-page folder and in its more detailed form it has been mimeographed in the department and printed in a twenty-three-page typewritten pamphlet, for the guidance of the teachers and to give the matter a wider distribution so that it may have the criticism of teachers elsewhere and of experts in the field of commercial education.

Two or three new developments of commercial instruction should be mentioned. They are; first, the taking of boys who are pursuing the commercial course on visits to the clearing house, various banks, trust companies, business offices, stores

and the like. Following such visits the boys are required to make reports on exactly what has been observed as a basis of discussion. This is one means of breaking down the wall of separation between school and practical work outside. A second device to the same end has been found in a series of general talks to members of the Junior and Senior classes by those having had business experience. These talks as outlined cover such topics as business courtesy and tact, reliability, business habits, self reliance and loyalty. With a more practical application of the instruction in the commercial field the boys are evidencing a new interest and an alertness not before observed.

From the above it will be seen that the educational work of Girard College is in no sense cut off from a vital contact with the community. A committee of the faculty and special departments is working conscientiously and definitely in the direction of vocational guidance so that boys may have the most intelligent notions of the opportunities which await them for employment and of their own suitability to meet the demands which these opportunities impose. That the work of the College may have fuller regard for the experience of those who have been trained and gone out, the committee suggested various additions to the inquiry blank which the Superintendent of Admission and Discharge submits to every boy each of the first five years following his having left the Institution.

The sort of work above suggested has a civic as well as a vocational value. Young men should know their community, the various occupations carried on in it, and the opportunities which these vocations open to them. Such a knowledge, coupled with a study of community civics, local history and home geography, will furnish a training for citizenship which can scarcely fail to raise the average of the community in intelligence, business efficiency and stability.

Excursions and field visits which have been carried on during several years were continued in 1919 and further added to the end of overcoming the too great separation of the school from the community. In the past year the Junior classes visited Harrisburg, saw the Legislature in session and came into definite personal relation with the machinery of the state

government. The Senior classes similarly visited Washington, witnessed the proceedings of Congress and of the Supreme Court, met several officials high in the national government and visited numerous places of interest in and about the Federal Capital. The Senior classes also visited the coal operations on the Girard Estate holdings and got an idea of coal formations and of the mining and handling of coal. The third year High School classes made a one day trip to Valley Forge and gave careful inspection to that sacred shrine.

In addition to the above, numerous shorter trips have been taken in and around Philadelphia in connection with regular school work in the commercial department or the classes in history, English, geography, mathematics, science or other branches of instruction. The possibilities for trips of this sort in Philadelphia are quite beyond our belief once we actually set ourselves to the task. Such trips as visiting a steel mill and the biological laboratories and plant of the H. K. Mulford Co. on the one side, and witnessing a presentation of a Shakespearean drama or hearing a concert by the Philadelphia Orchestra on the other, in some measure represent the range and variety of these field visits. We are studiously avoiding the converting of these visits into junkets for pleasure. A trip is not made until a class has discussed the matter or matters to be inspected and the purpose of the inspection is definitely set. Following the visit further discussion, and a report or written account, serves to clinch the observations. The consciousness on the part of the boys that they are to be held for what they see and hear creates at once a seriousness of purpose. A casual observer in one of the theaters when a group of twenty-five senior boys attended to hear a rendition of "Hamlet" is significant. A lady happened to sit near the boys and was so impressed by their serious attention and good manners that she took occasion afterward to commend the boys and their instruction in highly appreciative terms.

During December a group of seventy-five boys of the first High School year were taken for a tour of Philadelphia to various historic places, including Franklin's Grave, the Betsy Ross House, Christ Church, Girard National Bank, Carpenter's Hall, and Independence Hall. A single incident at the Betsy Ross House is worth describing. The curator, and a

gentleman who was largely interested in promoting the singing of the national anthem, invited the entire group of boys to come in and gave them a brief talk about the flag. They were then asked if they could give a flag salute and immediately at attention every boy united in the salute in a way that was impressive. Then the boys were asked if they knew the national anthem and if they knew it whether they would sing it. They joined in the singing of the Star Spangled Banner from memory, and sang not only the first stanza, or the first and last, but the entire song, and sang it with such confidence and such evident pleasure that those present who are meeting young people constantly were able to say that they had never before been more impressed by a group of boys. An interesting feature of this trip and one which will have a lasting effect on the boys was when each of them in turn went forward and reverently touched the Liberty Bell.

During the autumn, after the so-called army intelligence test, familiarly known as the "alpha test," had been made available, six hundred and nineteen boys of the High School, Intermediate High School and Elementary Industrial Classes, were given this test under the supervision of the teacher of the Special Class of the College. This teacher read the papers and compiled the results. In every particular the specifications for the test as given in the army were complied with, and the ratings and classifications of the groups of boys and of individuals have proved both interesting and helpful. The tables of results clearly showed the efficiency of instruction in the High School classes because there was greater ability to pass the test as a boy was advanced in grade, and had had additional instruction. According to the army standards a man was not regarded as suitable for an officer unless he made an A or B rating in the intelligence test. Taking this standard as a measure it was found that 50 per cent. of the sixteen- and seventeen-year-old boys of the College would have been available for officer material. Of the fifteen-year-old boys 40 per cent. and 30 per cent. of the fourteen-year-old boys similarly graded up to the A and B groups. A comparison of the results from the examination at Girard College with the results from the examination of two infantry regiments is interesting. Of the two infantry regiments 3.5 per cent. made A grade; 7 per

cent. of all the boys of the College made that grade. Of the infantry regiments 7.5 per cent. made B grade; 27 per cent. of the College boys made B grade. Of the infantry regiments 57 per cent. made C grade; 66 per cent. of the College boys made C grade. In the infantry regiments 32 per cent. graded below C, while with us no boys fell into the lower grade.

The boys of the four upper classes at Girard College made ratings to qualify them for army sergeants; the College as a whole made an average rating qualifying for corporals. A member of one of the Senior classes, sixteen years of age, made a score of 191 points out of a possible 230. This was a rather remarkable accomplishment as compared with 198 made by a member of the Senior class at Dickinson College and of 206 made by a Senior of the University of Illinois, on the same test.

In the vast majority of cases the army tests indicated that individual pupils in Girard College were properly classified, though there were some exceptions to this. The indications of these tests made it possible to give certain boys further consideration as to special promotions, and to bring them within the possibility of graduation. The Vice-President expresses the opinion that occasional repetitions of similar tests are desirable.

ELEMENTARY SCHOOLS

Happily we can repeat a statement of the 1918 report that the work of the Elementary Schools has gone forward during the year with no change of staff and with little interruption. The usual examination of candidates for teaching positions in the month of December was omitted this year inasmuch as there are still three names on the eligible list from the last examination and no vacancies in the teaching staff. Certain developments worthy of mention have gone on in the Elementary School; the first of these is special emphasis on nature study in both the Primary and Grammar Schools. A special teacher in each school has been assigned for the development of this work and the collection of materials. The interest has been well sustained and the boys are deriving profit in the direction of cultivating their powers of observation and in getting a familiarity with nature. The Monroe "Silent Reading Tests" and the Monroe arithmetic tests have been given

to groups of boys to indicate how largely our boys are grading up to the standards set outside. A special class for English instruction and the organization of the auditorium hours in connection with the divided group plan are other matters of interest in connection with the Elementary Schools for the year. The special Girard Speller mentioned in a preceding report has been completed in a tentative form and is being printed.

A volunteer organization of teachers of the Elementary Schools, called a "Club," has continued to do valuable work, the teachers giving the time, which otherwise would be their own, to discussions of school matters and occasional social gatherings. The practice has been for this Club to meet monthly and usually to have some topic of general interest presented. The theme around which the work of late has been gathered is the problem of correlation of subject matter between the school and the other activities of the boys. All of this work, which is in some sense related to the educational lectures mentioned above, is tending to the broadening of the outlook of the teachers and to the raising of professional standards. It is our hope that the results of some of this special work may become available for occasional contributions to educational journals, or for short monographs which may be printed in our own trade school. The professional spirit of both High School and Elementary School teachers is highly encouraging. The sympathetic attack on our problem which the teachers are giving is sure to bring improved results as the years pass. May not Girard College make a contribution in these various directions which will be of service to education in general?

PRACTICAL ENGLISH

For a long time English has been the most emphasized subject of study in the schools of Girard College. During the past year the developments in this subject have been the most notable in our educational work. The wisdom of taking on another experienced teacher in the English Department last year is increasingly evident. The two needs which were forecasted in the last annual report of introducing instruction in debating and public speaking and of the publication of a Col-

lege paper have both been realized. Oral English has been made a special subject in classroom instruction, and boys have been trained for debate and extempore speaking in the classroom. On occasion selected boys have conducted public debates before the entire High School Department as a feature of morning assemblies. Increasingly during the year the boys of the High School Department have been utilized for the writing of news items on the College for *Steel and Garnet*. A more important undertaking was the *Girard College Magazine*, which appeared as a school paper in December. This magazine presented the usual departments of a school journal, including Editorials, Literary, Sports, Notes, Humor, and Junior Departments. The publication covered a total of thirty-two pages, material for which was written by the boys. In nearly every case the articles were signed. An especially interesting feature of this publication is found in the fact that it was not only written by the College boys, but was set up and printed by them as well. The headings for the various departments and special articles were from drawings made in the Trade Drafting Department in the Mechanical School so that the magazine as it appeared was distinctly a home publication. We believe we are within the fact in the statement that there are few schools in America which would be able to produce as ambitious and as creditable an undertaking from start to finish as was the *Girard College Magazine*, thus produced by the boys of our own school. This magazine will appear from time to time as interest in the sort of work it covers prompts. In no sense does the appearance of this magazine abate our interest in *Steel and Garnet*. We shall hope to put even more of the effort of the boys into the last named publication and to do the work there better than before. A plan is now under consideration by *Steel and Garnet's* staff by which the January and June numbers of this sheet will be largely contributed by and devoted to the classes graduating in January and June and will be known as Commencement numbers.

Another feature of interest in the English work has been conferences of teachers of various grades to unify the instruction in this subject from the top of the College to the bottom. Not only has the English Department sought to unify its work but it is seeking to make the entire work of the College in a

sense a part of the English instruction. The several departments have been asked to supply the English teachers with memoranda of topics for composition writing with a view to impressing upon boys the practical and universal character of English.

In November of the year under review a "Good English Week" was observed both in High School and Elementary School. The various placards and bulletins suggested by the Council of English Teachers of the United States were utilized, supplemented by material originated in the College and these placards were printed in the Mechanical School and were given distribution throughout the College in both school rooms and section rooms. Various exercises in connection with English instruction were presented at morning assemblies of High School and Elementary School and altogether it would appear that some progress was made in the emphasis on correct habits in spoken and written English.

MECHANICAL SCHOOL

Two changes in staff occurred in the Mechanical School during the year, they being the appointment of Mr. William C. Eldridge as assistant in the printing department and of Mr. J. H. Bartholomew as teacher of Trade Drafting. Both of these gentlemen had had practical experience in their respective lines. Mr. Eldridge earlier worked in the printing office of a newspaper in a small town where he was called upon to familiarize himself with all branches of the printing trade. The addition of Mr. Eldridge to the staff has made it possible to do much more work than formerly in the printing shop. Printing has been added as one of the Mechanical School subjects for the boys of the seventh school year. English compositions of the boys of this year are put in type and proof copies taken off for general correction. The proofreading of compositions has proved an interesting exercise, and the boys have thereby been able to have their errors called more pointedly to their attention than could otherwise have been the case. The printing of the *Girard College Magazine* mentioned above would scarcely have been possible except for this new assistant.

Mr. Bartholomew is a graduate of the Wentworth Institute in Boston, and has had a long experience in practical engineer-

ing and shop work design. In addition he has had sufficient experience in teaching to see the application of his practical knowledge to trade school instruction. The work in Trade Drafting is of extreme importance in the Mechanical School because the man in that department must establish relations with all the other branches of the work. There are special difficulties in meeting the demands of a teacher of Trade Drafting. We believe that in Mr. Bartholomew we have found a type of man for whom we have long been seeking.

In the related work for the smaller boys we have secured the services of Mr. Howard Conklin, who began service in September. Mr. Conklin is a graduate of Valparaiso University and has had practical experience as a cabinet-maker in addition to which he served for three years as teacher of woodworking and manual training in the schools of Woodbury, N. J. The interest of Mr. Conklin and his practical and school experience made his work successful from the first day; and our shop instruction for the smaller boys is better staffed at the present time than it ever has been before.

The Elementary Industrial and Intermediate High School classes have continued to do useful work in caring for boys who are "hand-minded" and who seem not able to do book work in the regular High School instruction. Fortunately these classes have been smaller in the past year than formerly, making it possible to do more personal work with the boys concerned. The smaller classes are an evidence of our bringing more boys up to the grade; smaller groups offer the opportunity to do for the boys who are in these classes a better service than is possible when the classes are large.

The hand work instruction both for the regular and special groups is one of the most worth while services which Girard College can render. The boys who are taught to work have from the discipline and teaching a primary requisite for beginning their lives. The boys who are skilful in their work as many of our boys are, are able to command good positions and to make themselves successful from the start. During the year one of our teachers happened to be present at an educational convention in the neighboring city of Chester and heard the representative of one of the big industrial concerns there discuss the question "Do the Public Schools Prepare

for Industrial Education?" This speaker testified that of the forty-six apprentices in his plant the three best came from Girard College. This is the sort of testimony which heartens household officers, teachers and executives in the College.

We are happily so situated that it is not necessary to wait until boys leave the College before they get practical experience; the industrial needs of our own plant for repairs, and new material afford unusual opportunities to make instruction of the Mechanical School practical. During the past year work was turned out from the eight departments of the Mechanical School totaling a valuation on a conservative estimate of $6,150. The departments concerned and the value of the product turned out were as follows:

Carpentry Department	$1,200
Drafting Department	200
Electrical Department	1,200
Forge Shop	400
Foundry Department	1,400
Machine Shop	700
Pattern Shop	150
Printing Shop	900
	$6,150

The Mechanical School has formulated in a definite, though somewhat abbreviated statement, an outline of the shop courses and the extension of the coöperative employment plan, and a brief description of the educational system of Girard College. This has been printed as a leaflet in the Mechanical School and has been made available as a means of indicating to prospective employers the training which the College boy receives, and thus of giving to employers a better notion of the qualifications of our boys.

The newly elected Superintendent of the Mechanical School entered on his second year in September last, and as he has become acquainted with the College and its work, and has familiarized himself with his own staff and the problems here, he has been able to give more effective service. The broad training and somewhat diversified experience which the Superintendent had before coming to the College should make him a man of great value in superintending the work of our Mechanical School. Considering the staff, methods, work

turned out and the spirit in which the work is done the Mechanical School has had the best year of which I have yet known. It is not too much to say that what has been done in 1919 is only a promise of a greater accomplishment in 1920 and the years to follow.

COÖPERATIVE EDUCATION

In January, 1919, we discontinued the part-time educational arrangement with the Chester Shipbuilding Co., substituting for it employment with quite a range of Philadelphia concerns. The Chester Co. offered special advantages and rather unusual inducements in beginning the coöperative work, though after the plan had been established there were decided advantages in our working at shorter range with Philadelphia employers. The problem of getting boys back and forth was simplified, and it was more desirable to have the boys distributed in a series of shops than to have them all going to the same place. When the boys have finished their term in the College the natural thing is to expect them to go at once from the part-time employment to the regular form of employment. Manifestly there are advantages in having opportunities in a widely distributed group of concerns in Philadelphia rather than in a single concern, and that in Chester. Altogether, we have been placing boys with ten or a dozen different progressive employers in Philadelphia and in the main the results have been all we could have wished. Quite a number of these boys have made the transfer from part-time to regular employment in their respective concerns and on the whole the new relations established have been conducive to the boys' welfare.

Up to this time the coöperative scheme of two weeks in school and two weeks at employment has been utilized only for the boys of the Intermediate High School class. As a matter of fact, only the advanced division of the Intermediate High School has been drawn upon, including boys who are sixteen years and over. During the year the Committee on Instruction has given approval for the extension of the same plan to the regular High School classes of the Senior year. These regular classes are in both the trade and commercial divisions. The latter has presented a series of problems and

we have been able to establish relations so as to put the entire Senior class on the coöperative plan. We have as a guide the experience of Cincinnati, Cleveland, Pittsburgh, Rochester, New York City, and other places where this plan has worked successfully, and there is no reason why the plan cannot be made to work at Girard College. In certain instances the coöperative plan has been tried in the public schools of Philadelphia. It is our hope to complete the arrangements so that the boys of the Senior–2 division only, that is, those who are in the College for their last five months, may be put on the coöperative scheme of education on February 1, 1920.

Closely related to the preceding is the employment of boys on Saturdays and during the vacations. Quite a large number have been at Saturday employment either on arrangements made directly by the Department of Admission and Discharge, or made by the boys or their mothers, to be later approved by the Department. We allow no boy to go to employment without an examination into the conditions of employment, the nature of the duties demanded of him, compensation to be received, conditions under which he will work, his suitability for the work to be done, and the like.

Fewer boys by far were placed on farms during the last summer than in the two summers preceding. The boys were less interested in this work and there appeared to be less demand for them than formerly. There were, however, a limited number of boys who found farm employment; indeed, in the autumn certain boys went to the country regularly on Saturdays to help as best they could. One enterprising farmer came to the College with a truck on Saturday morning and took a squad of boys out to help him for the day, bringing them back in the evening. For this he paid what we regarded as a very generous compensation.

The advantage of all this employment is that it is in a measure an apprenticeship. The boy is learning to work, he is earning money which he must use under supervision as mentioned above, and he is much better equipped for life when he leaves the College from having had a little taste of employment while he is here. The record which boys have made has been in general greatly to their credit. Occasionally one fails to show proper consideration for his employer's rights, or

interest, but in the main we have excellent reports from those who have this part-time service in any one of the three ways mentioned above. The following letter concerning a boy who was employed during July and August last is characteristic of many that have come back either to the President's Office or to the Superintendent of Admission and Discharge:

> "It may be of interest to you to know that ———————— was employed in this office during the months of July and August and that his work was very satisfactory. We found ———————— to be willing, industrious and intelligent and everyone was pleased with the way in which he conducted himself and executed the tasks he was asked to perform."

URBAN LOCATION

With the passing of time and the working out of the problem of a part-time employment we get a new point of view on the question of the rural or urban location of the College. Some persons who have given only a cursory examination to our problem have jumped to the conclusion that it would be greatly to the advantage of Girard College if it could be located in the country. While there would be special gains in some directions from a rural location many of the lines of activity mentioned above would then be quite impossible. Rural location for an institution has obvious disadvantages as well as some advantages. While there are gains from isolation and inaccessibility, there are corresponding and even greater losses. The two great vocational aims of Girard College are commercial life and industrial service. Both of these are largely represented in a great metropolitan district like that in which the College is located. The spirit of the commercial and industrial world which is important in a system of training like ours can be brought into the College more largely in the city than it could be in the country. The boys, even while they are undergoing training, may be placed at employment for longer or shorter intervals. The part-time arrangement would be quite impossible if the College were located in the country. A very considerable number of boys who find employment on Saturdays, and during the shorter as well as longer vacations, would be largely denied the privilege if the College were located in the country. These employment opportunities

are part of the education of the boys and to be prevented from enjoying them would mean serious loss.

In the placement of boys when they are prepared to leave the Institution there are similarly obvious gains from the urban location of the College. A prospective employer can reach promptly the source of supply of labor, and can have his needs met immediately; under present conditions there can be a vital contact between the placing in positions from the College and the boy at employment which is greatly to be desired. In case of a boy being promoted in a position or transferred from one position to another, the Department of Admission and Discharge can use the opening thus made for the placing of an additional boy. Boys may be visited at their employment and altogether there is a closeness of contact and a vital relation under the present arrangement which would be largely lost should the work of the College be done even a short distance from the city.

In the matter of keeping up the necessary relationships between the homes from which the boys come and their life at the College we should be at a great disadvantage in the country. The degree privileges, the contact with the home due to visits of members of the staff in case the boy is in need of having such contacts established, the calling of the mothers to the College for interviews, the receiving of mothers in large numbers on special days, the visits home in case of the illness of a member of the family or of an important event in the family history, all keep up the boy's interest in the family circle which means much in his education, and is a better guarantee for his identification with the family life when he leaves the Institution.

The mothers of the boys at Girard College have come to accept as an invariable rule of the Institution the arrangement that in case of the illness of a boy, or of his suffering from an accident or being in need of surgical attention, the mother will be at once summoned to the Institution so that she may be consulted, and have a personal contact and full knowledge of all that is going on. In certain cases we have deemed it necessary to send a taxicab for a mother, even in the middle of the night, so that she might come to the bedside of a sick boy. All this is greatly to be desired if we are to make the

College what we have set before it as an ideal: namely, that it shall be a supplement to not a supplanter of the home. These services could not be so well rendered under a rural establishment.

EDUCATIONAL TRIPS

A small appropriation to pay expenses of officers and teachers of the College for educational trips has been of great service. The Vice-President, Supervising Principal of Elementary Schools, the Director of Drawing and Manual Arts, the Superintendent of the Mechanical School, Head of Commercial Department, the President, and numerous members of the staff have gone during the past year to visit systems of schools elsewhere or to attend educational conventions. These trips are professionally broadening, and they serve a double purpose of giving new interest and point of view to the persons who take them and frequently of making the College and its work better known and understood in professional circles. During recent weeks I have had the privilege of attending an educational congress called by the State Superintendent of Public Instruction of Pennsylvania and of speaking before two sections of that congress. Immediately after this congress I had an opportunity of making a trip through New England and New York State, speaking before the students of the State Normal School at Salem, Mass., visiting the Phillips-Andover Academy and St. Paul's School, speaking in the Chapel service of Dartmouth College, and before the New York State Teachers' Association at Albany. I was particularly interested in and I feel also greatly helped by the visits to Phillips-Andover and St. Paul's. I trust it will be possible to continue this arrangement and to give still other members of the staff an opportunity to attend conventions and to have contacts with the professional activities of their respective fields of interest.

CLASS FOR SPEECH DEFECTS

The class for speech defects which was begun in April, 1918, has continued regularly throughout the year. We were fortunate in the selection of a teacher for this class and the work has steadily improved since the class began. Not the least important of the results from this class has been the extending

of the influence of its teacher to other teachers and branches of the school work. The teachers of English in the High School, the supervisors and teachers in the Elementary School, the nose and throat specialist, and the dentist—all have coöperated to put this work on a firm basis. Many boys have derived much profit from the instruction while here, and in a number of cases they have carried the influence of the class with them as they have gone to employment and have kept up the practical exercises on which they were drilled here, so as to build more securely for the future on the foundations which were laid. The personal interest of the teacher of the class in the boys under her instruction, and her correspondence with boys after they leave, all have been helpful; we may well regard the class for speech defects as one of the special features of our work which may very properly develop into a permanent arrangement.

SPECIAL CLASS

We have had during the past year fewer boys regularly assigned to the Special Class. As greater care is exercised in the examination of boys for admission we shall have less necessity for dealing with boys who fail after they are received. Where a few years ago we had a considerable number of boys who were not able to meet the regular requirements in some branch of the work of the College, the number of such boys in the past year has been small, in some cases as few as a half dozen at a time being assigned to the Special Class.

There is, however, the need for such a class as is above mentioned. Difficulties, disciplinary and otherwise, arise from time to time. Boys become a problem in the regular classes, and to separate such boys and diagnose their difficulties is the first step toward finding a remedy. It is a curious fact that boys will be received into the College with physical limitations of which neither they themselves nor their mothers were conscious. The scientist, Sir John Herschel, once related an account of a man who was blind in one eye, and who reached middle life without discovering that fact. To a lesser degree children often have impaired vision or impaired hearing, and they may be well advanced in school without full consciousness of their limitations. When a boy finds difficulty in meet-

ing the regular school requirements at Girard College, he becomes the subject of an examination by the teacher of the Special Class. Such examination may be carried on for a series of days with observation on the capabilities of a boy and his suitability for regular work. Seventy such cases were studied during the past year. In all during 1919 twenty-seven boys were assigned to the Special Class for school work. Of these, seven were for disciplinary difficulties from which the boys were later straightened out and returned to their regular places. Two were disciplinary cases of boys who were permanently assigned to the Special Class. Nine cases in all were found to be of boys who were mentally subnormal. Fourteen boys were sent from the College by way of the Special Class, being held there for observation and study until they had reached a suitable age to go out of the Institution.

The past year has well illustrated the many-sided activities of the Special Class. First of all the teacher of that class conducts the psychologic examination of all boys who are presented for admission. In advance of such examination this teacher has studied the case histories of applicants and has learned, so far as possible, from such records the hereditary antecedents from which the boys come. Environment counts for a great deal in education, but we are coming to believe that heredity similarly is a great force. It is absolutely necessary to have material which lends itself to development in order to accomplish an educational development really worth while. The best workman cannot make a real high grade product unless he has suitable material on which to work. Boys with poor natural ability, with family strains of diseased minds back of them, speaking generally, cannot be given an all-around education. Should not our first aim be to select boys with care, so far as possible taking only those for whom a high order of service can be rendered, and after such selection the sparing of no pains in the training of the boys selected to the highest possible point of equipment for life?

BAND

During 1919 the instrumentation of the Band was augmented by the addition of a French horn and a xylophone. The wood-wind and reed instruments earlier secured have now

become fully established as a choir of the Band. These instruments are difficult to learn, especially for young boys, and during the past year there has begun to be shown a degree of proficiency not possible formerly. The work of the Band at the musical concert on December 18 and 19 showed the marked progress of the reed and wood-wind section during the past year.

The boys have been deeply interested in the Band work and many of them have given extra time out of their recreation hours for rehearsal. The head teacher of the Band similarly has been here many hours each week outside of the regular arrangements made with him when he was engaged. Interest in the Band has been heightened by the taking of the boys of the first Band organization to hear concerts of the Philadelphia Orchestra at the Academy of Music and of Victor Herbert's Orchestra at Willow Grove Park. The first Band has played for affairs outside the College as follows: at the Relay Races on Franklin Field, at the Color Contest of the Penn Charter School, at the parade of the 28th Division, and at the Alumni Bazaar. Within the College the Band has played at the class play in January, the Lincoln's Birthday and Washington's Birthday celebrations, Founder's Day, Memorial Day, June Mother's Day, June class day and the Christmas Concert. The boys greatly enjoy playing in public and the Band is much in demand for outside engagements. The ages of the boys and our obligation to give first consideration to their education has led to limiting the outside engagements to an absolute minimum.

The new plan of organization by which a first and second band and field music are maintained in the Spring term, and a first, second and third bands in the Fall term has been found to be satisfactory. Under this arrangement new members are received into the Band at the beginning of the Spring term only, so that in February of each year the number of boys in the organization is approximately one hundred and fifty, and the numbers decrease by the end of the year to about one hundred. The first and second Bands are merged for Founder's Day and this enlarged Band with the field music consists of a total of about one hundred and ten to one hundred and fifteen performers.

Attention is drawn again to the need for an orchestra. At the present time selected instruments of the Band would require but one additional French horn and the stringed instruments for a complete orchestra organization. Boys are anxious to branch out in the field of string instruments and many of the mothers write asking for the privilege of having their sons receive instruction on the violin. At the present time we seem not to have the necessary rooms for taking over this new activity. The armory to be mentioned in the succeeding section would afford for the Band and the proposed orchestra greatly needed additional facilities.

BATTALION

Late in 1918 the Commandant of the Battalion, who was on leave in service in France, was returned to the United States and assigned to the General Staff in Washington. Early in 1919 negotiations were taken up with the Committee on Education and Special Training of the War Department, looking to the detail as Commandant of the Battalion under the War Department of the former Commandant, Lieutenant-Colonel Robert M. Brookfield. An application by the Committee on Instruction was acceded to by the War Department and Colonel Brookfield was assigned to take up his duties here on March 21. Colonel Brookfield drilled the Battalion for Founder's Day up to the usual high order; the Reviewing Officer was Major-General Charles T. Menoher, former Commander of the famous Rainbow Division in France.

Colonel Brookfield continued at the College in the service of the regular army until the autumn when he was recalled by order of the War Department and directed to Camp Dix to be discharged. Immediately on discharge from the regular army, Colonel Brookfield was elected to his former position as Professor of Military Science and Tactics and Commandant of the Battalion, and at the same time application was made to the War Department for recognition of military instruction at Girard College under the supervision of Colonel Brookfield, and according to the plans heretofore existing. This application was acted upon favorably and we have now the recognition of the War Department for our work, but without im-

posing on the Department the assignment of a regular army officer as a detail.

Near the close of the year Lieutenant-Colonel Brookfield was appointed a full Colonel in command of the Sixth Regiment of the National Guard of Pennsylvania, and he is carrying forward the work of building up that organization.

The return of Colonel Brookfield and the resumption of his former relations resulted in a discontinuance of the services of Captain Louis P. Hoyer, who had carried the work of Commandant of the Battalion in the absence of Colonel Brookfield. Captain Hoyer is a capable school man who has had considerable military experience. He gave us greatly appreciated service during the war emergency and left a favorable impression on all who came in contact with his work at Girard College.

During the year we have placed an order with the United States government for one hundred army carbines to supplement the supply which has been in use for a goodly number of years. When these guns are received, they will be subjected to the same alteration already made in the carbines in service, through the removal of the regular firing-pin and the substitution of a short pin which will make it impossible to discharge a cartridge from them.

The Vice-President raises a question as to a change in the outfit of the Battalion so that instead of continuing the dress and service uniforms we shall keep up the service uniform only. This arrangement would probably work out more satisfactorily, and in the long run will reduce the cost of maintaining the Battalion.

I cannot well pass the subject of the Battalion without referring once again to the need for an armory building as a drill hall, and to furnish suitable quarters for the Battalion and Band. The need of this hall during the winter and in time of storms as recreation space for indoor work is equally obvious. I trust the time is not far distant when we shall find it possible to consider the erection of a plain and inexpensive building for the purpose named at the west end of the grounds.

CHORUS

It is a pleasure to record the steady advance in vocal music in the College, shown both in ensemble singing and in solo work. The more thorough training in music in the Elementary School is beginning to bear fruit. The boys respond quickly in the learning of new music as individuals, in the chorus, in the larger group in assembly in the High School or the entire membership of the College when gathered in the Chapel. The singing at various public functions throughout the year has been up to the usual high standard and in many particulars it has surpassed the accomplishments of preceding years. The high water mark of the year's work in music was the combined concert given just in advance of the Christmas vacation.

The efforts of our Director of Vocal Music has been strengthened and well sustained by the service of the accompanist. The personal influence and the musical performances of Mr. Harry C. Banks, Jr., have made him increasingly appreciated at Girard College. The American Organ Players' Club, of which Mr. Banks is a member, invited him to play a concert at the College, which he did on the new organ of the High School auditorium on March 13. Miss Mae Carver assisted him as vocalist. In addition to the invitations to the Organ Players' Club, members of the staff and a selected list of Philadelphia musicians were invited. The concert was highly successful and it is our hope that Mr. Banks may annually play a concert of this sort to which the groups above mentioned and others especially interested will be invited.

Mr. Banks has favored us with a considerable number of his original compositions, all of which have been greatly enjoyed. Not the least of the distinctions of Mr. Banks during the year was the selection of his original music for an anthem, "The Souls of the Righteous," which was presented by the combined choirs of the Protestant Episcopal Churches of Philadelphia in the Academy of Music in the spring. The competition from which Mr. Banks' music was selected was anonymous and he was one of quite a group of competitors. The jury included some of the most representative musicians of the city and the award to Mr. Banks was greatly to his credit and we count it also a distinction to Girard College. Mr.

Banks was honored by being invited to lead in the singing of the anthem at the festival mentioned.

LIBRARY

Miss M. Elizabeth Bockius, who served as Assistant Librarian for two years, tendered her resignation during the autumn to accept a similar position with the Society of Colonial Dames. This was the work on which Miss Bockius was engaged before coming to Girard College, and she returned to what she thought was a position offering her a more attractive future than that of Assistant Librarian in the College Library. Miss Bockius had served acceptably and on every side there were expressions of regret at her decision to discontinue. For the position left vacant by Miss Bockius's resignation we secured Miss Carrie E. K. Mathews, who had been in a similar position in the Free Library. Miss Mathews has commended herself as being well suited to Library work and she is conscientious and dependable. While we were sorry to lose the services of Miss Bockius, we count ourselves fortunate in having secured an experienced and capable assistant to take her place.

Increasingly the Library is being utilized for reference work in connection with the schools. The introduction of the auditorium periods and the equipping of the Elementary School with reference books has made it possible to train the boys in the use of books in connection with their regular work. Those in charge of the Library are studying constantly to find ways in which to supplement the work of the schools by the purchasing of standard reference books, books in sets and of permanent value for reference purposes, and the boys from various classes in the High School and even from the Elementary School are making use of the Library collections. Lists of new books variously classified and a list of periodicals, have been printed and distributed throughout the College to make the Library more available. Of the limited appropriation for the support of the Library 54 per cent. was expended for books, 25 per cent. for periodicals, 10 per cent. for binding and 11 per cent. for miscellaneous supplies. About seven hundred books were purchased during the year and a total of ninety-six different magazines secured on subscription.

Twenty-seven of the magazines were secured in duplicate to make them available for purposes of circulation. In addition to the circulation of books mentioned below, the Library has had charge of the College Victrola records, circulating them in boxes to the different sections, classes, auditorium hours and the like. In a single month fifty-three requests for records were honored.

The Librarian presents again an appeal for additional space which can only come through the extension of the Library into one of the adjoining rooms. The room to the north of the present Library on the first floor of the Main Building is available, and during the year the architect has been studying a design to make it suitable for library purposes. The matter, however, has not come to such a stage of development as to give promise of as prompt decision as seems desirable. More space for the display of books, more reading tables and working facilities for boys who are using their study hours for special reference work, the opportunity to accommodate more boys, all would increase the effectiveness of the Library. The alteration on the first floor of the Main Building is one of the much needed forward movements in the betterment and extension of our equipment.

Supplementary to the report of the Librarian which follows, the Supervising Prefect reports that 17,379 volumes were read from the section room libraries during the year. These are libraries maintained in the section rooms which boys use chiefly on Saturdays and Sundays and at other times when they have no school lessons to prepare. The Vice-President raises an important question as to a closer correlation between the reading of the boys in the section rooms and their school work and interests. There is grave danger that the outside reading of Girard College boys, as well as that of children of the same age elsewhere, is of such a nature as not to cultivate their taste and strengthen their minds. Suggestions from the schools in the selection of section room libraries and the revision and approval of the list in advance of purchase being made ought to result in books of better merit being placed in the hands of the boys, and if so, there might be a decided gain from the large amount of reading indicated by the figures last given.

Books were added to the Library as follows:

Arts, Fine	16
Arts, Useful	25
Biography	48
Education	67
Fiction	289
General Works	10
History	83
Literature	106
Periodicals	67
Philology	4
Philosophy	12
Religion	5
Science	18
Travel	17
State Publications	21
United States Government Publications	99
Unclassified	45
Total Number of Volumes added	932
Number of Pamphlets added	418
Number of Volumes discarded	108

The Library now contains:

Books Catalogued	18,634
Books Unclassified	930
Periodicals, Bound Volumes—Uncatalogued	2,904
State Publications	192
United States Government Publications	1,448
Total number of Volumes	24,108

SUMMARY

During the year 1919, 11,751 visits were made to the Library by officers and teachers and 33,407 visits by pupils, a decrease from the year 1918 of 43 visits by the former class and an increase of 3,016 visits by the latter class. Books and periodicals were issued to the number of 31,780: To officers and teachers, 15,764, and to pupils, 16,016; an increase from the year 1918 of 1,622 books and periodicals issued to the former class, and of 2,423 books and periodicals issued to the latter class. Of the total number of volumes issued, 6,345 were periodicals, 12,072 were books of fiction and 13,363 were books of non-fiction.

BOOKS CIRCULATED DURING THE YEAR 1919

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1919	1918
Arts, Fine	110	108	90	109	55	133	167	30	51	68	61	114	1,096	1,001
Arts, Useful	107	91	110	129	98	130	59	30	79	66	106	90	1,095	909
Biography	98	88	96	83	120	128	73	33	92	110	111	116	1,148	817
Education	161	160	202	231	234	207	98	52	170	207	204	198	2,124	1,723
Fiction	1,449	1,344	1,333	1,233	1,198	1,348	891	697	1,167	1,352	1,236	1,230	14,478	12,072
General Works	1	4	1	16	6	11	2	1	5	9	13	30	99	91
History	134	110	143	117	160	138	126	41	66	114	109	111	1,369	1,574
Literature	201	128	162	199	222	160	80	53	140	141	127	165	1,778	1,561
Periodicals	564	552	592	566	477	630	360	259	558	666	507	544	6,345	5,947
Philology	11	2	4	7	3	6	17	3	5	3	1	3	65	73
Philosophy	42	21	48	53	29	33	60	23	22	27	25	16	339	314
Religion	7	14	8	13	8	6	3	4	9	9	9	4	94	91
Science	121	98	113	113	88	131	54	30	87	70	72	83	1,060	908
Travel	38	60	62	56	59	66	47	18	97	41	31	55	630	654
Total—1919	3,074	2,780	2,964	2,925	2,757	3,127	2,037	1,274	2,588	2,883	2,612	2,759	31,780	..
Total—1918	2,703	2,331	2,241	2,473	2,962	3,190	1,754	1,219	2,381	1,461	2,788	2.232	27,735	27,735

Books read by Boys in 1919	16,016
Books read by Boys in 1918	13,593
Percentage of Fiction read by Boys in 1919	57
Percentage of Fiction read by Boys in 1918	55

ATTENDANCE

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	1919	1918
Teachers	1,324	1,081	1,122	1,052	947	1,003	767	535	1,109	1,105	904	812	11,751	11,794
Boys	4,592	3,484	3,307	2,939	2,340	2,607	325	649	3,145	3,184	3,575	3,260	33,407	30,391
Total, 1919	5.916	4,565	4,429	3,991	3,277	3,610	1,092	1,184	4,254	4,289	4,479	4,072	45,158	..
Total, 1918	4,608	4,163	3,872	3,811	4,306	3,478	1,144	1,141	4,457	2,709	4,484	4,012	..	42,185

The books circulated classify as follows:

	1919	*1918*	*Increase*	*Decrease*
Arts, Fine	1,096	1,001	95	..
Arts, Useful	1,095	909	186	..
Biography	1,148	817	331	..
Education	2,124	1,723	401	..
Fiction	14,478	12,072	2,406	..
General Works	99	91	8	..
History	1,369	1,574	..	205
Literature	1,778	1,561	217	..
Periodicals	6,345	5,947	398	..
Philology	65	73	..	8
Philosophy	399	314	85	..
Religion	94	91	3	..
Science	630	654	..	24
Total	31,780	27,735	4,282	237
Net Increase			4,045	

The greatest increase in the number of books and periodicals issued was in the following classes:

Fiction	2,406
Education	401
Periodicals	398
Biography	331

The largest number of books and periodicals was issued in June.....3,127
The smallest number of books and periodicals was issued in August .1,274
The additions to the Library were 932 bound volumes and 418 pamphlets.

PRIZES—1919

Prizes were awarded on February 12 in connection with the celebration of Lincoln's Birthday, and at the re-opening of school in September. One hundred and sixty-one prizes were distributed in February, and one hundred and sixty in September, they being for both excellence and improvement in scholarship and deportment during the preceding terms.

Special prizes also were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest average for scholarship for the last two years' work:

February Award—Charles Stokes Lazarus.
September Award—Herbert V. Hurlbrink.

Prizes awarded by the Girard College Alumni to the two members of the Senior classes for the best original declamations were presented in February:

1. Edward P. Geuther..... $20.00
2. Herbert V. Hurlbrink..... 10.00

Bronze medals were presented by l'Alliance Française to the pupils of the High School showing the greatest proficiency in the study of the French language and literature:

February Award—Leon Cline.
September Award—Joseph Sinibaldi.

The money prizes for the first and second best descriptive essays on the annual trip to Washington submitted by the pupils of the Senior Classes, given by Mr. John Humphreys, Class of '81, were awarded in February:

1. John H. Horley..... $10.00
2. Francis M. Shick..... 5.00

Prizes presented by a member of the Alumni Association of Greater New York for the first and second best descriptive essays submitted by the students of the Junior classes on the annual trip to the State Capitol, Harrisburg, were awarded in February:

1. J. Wesley Kelley.....Gold watch fob
2. Harry G. Schad.....Silver watch fob

Prizes of $5.00 and $2.50, respectively, given by Mr. Frederick R. Leman, of the Class of 1895, to the students of the High School, showing each term the greatest improvement in penmanship were awarded as follows:

February Awards:
1. George W. Berntheisel.
2. Victor Wilkes.

September Awards:
1. William Merrill.
2. William F. Frank.

The "Early Eighties" prizes for the three best essays on

"Thrift" presented by the pupils of the Third High School Year were awarded in February:

1. John L. Russell—War Savings Stamp and Thrift Stamps to the value of $5.00.
2. Frank M. Murphy—Thrift Stamps to the value of $3.00.
3. Joseph Cohen—Thrift Stamps to the value of $2.00.

Sloyd prizes were presented in September by the "Early Eighties" for proficiency in Sloyd as follows:

1. Chester Weaverling—Books to the value of $5.00.
2. Albert Cole—Books to the value of $3.00.

The prize of a gold medal, awarded by the Girard Alumni of Western Pennsylvania for general proficiency in athletics, was presented in February to Harry G. Knorr.

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

February Awards:
1. William E. Steinert, Company C—Saber.
2. John H. Horley, Company B—Silver medal.

September Awards:
1. Francis M. Goodwin, Company D—Saber.
2. William E. Steinert, Company C—Silver medal.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

February Awards:
1. Raymond Feeney, Private, Company E.
2. Thomas James, Corporal, Company A.

September Awards:
1. Edwin H. Henrie, Corporal, Company E.
2. Samuel B. Kramer, Corporal, Company B.

A photograph of the winning companies was presented to members of the companies.

A list of general prize awards for the year will be found on page 97.

Dr. George A. Brown, Resident Physician, who was absent from the College on leave in military service, resigned during the year, since which time the Visiting Physician has continued to discharge the duties of Resident Physician and Visiting Physician. He comes regularly for the treatment of temporary ailments immediately following the breakfast of the boys in the morning and their suppers in the evening. He is also here for a considerable interval in the middle of the day. In case of critical illness the Visiting Physician spends the night at the Infirmary so as to be within easy call should a boy need his attention. The arrangement above mentioned has worked satisfactorily. The longer experience and the greater familiarity with the College of the Visiting Physician have made it possible for him to handle the routine work better than we could reasonably expect to have it handled by a Resident Physician. Fewer boys have been in bed with slight illnesses during the past year than ever before during my connection with the College. We have had relatively few cases of contagious disease and altogether the medical work of the year has progressed satisfactorily.

The death of the Head Nurse in the Infirmary mentioned above created a vacancy which has been filled by the appointment of Miss Olive Brown, who had served the College for several years as Chief Night Nurse before going abroad as a nurse in Base Hospital No. 34. Miss Brown is a graduate of the Nurses' Training School of the Episcopal Hospital, where she had also considerable experience before coming here. After her training and experience on this side and her very valuable experience in nursing and hospital administration in France, Miss Brown comes back splendidly equipped for the position of Head Nurse in our Infirmary. The position of Chief Night Nurse was filled by the appointment of Miss Edith Peachey, who had served as a substitute in this position during the absence of Miss Brown.

After a period of eight years without typhoid fever in the Institution a case appeared in May last. A careful examination into every possible source of contamination was made by our own staff and by a special representative of the Philadel-

phia Bureau of Health, with the result that no possible source of the disease could be discovered, and the conclusion was that the boy must have been contaminated while out of the College.

Only four cases of pneumonia appear on the record for the year. Considering the number of boys at Girard College this is an achievement which we may take as an evidence of combined watchful care, wholesome food, warm clothing and good oversight.

A mild form of diphtheria ran its course during the winter and there came another outbreak of the same disease in the autumn. The Bureau of Health of the city and the Department of Health of the state joined in recommending the administering of the so-called "Schick test" to determine susceptibility to diphtheria. This test was administered to all the boys of the College just before the Christmas holidays; readings were carefully made and the boys classified. The results indicated that there was an average of thirty-seven per cent. of the boys susceptible, and it is proposed that the toxin-antitoxin treatment be given to all boys who are found to be susceptible so that every precaution may be taken to prevent either the outbreak or the spread of diphtheria. It is greatly to be hoped that the prediction of the Pennsylvania Commissioner of Health may be realized at Girard College, and that diphtheria may be as successfully prevented by means of the Schick test and the immunizing of susceptibles as has small-pox been prevented by vaccination. Both the Chief of the Bureau of Health and the Commissioner of Health have felt that Girard College is peculiarly favorable as a school in which to apply the treatment for the prevention of diphtheria.

The Chief of the Ear, Nose and Throat Department reports that 1,025 boys received treatment for nose and throat affections, the majority of them being treated for acute rhinitis; 400 boys were treated for ear troubles, which usually resulted from colds in the head. In addition, 82 adenoid and tonsil operations were successfully performed; 20 ear operations were performed; 15 crooked and obstructed noses were straightened; and three sinus operations were necessary due to chronic catarrhal conditions. During the diphtheria outbreak one boy, who was dying of strangulation, had to have a tracheotomy

performed. The operation was highly successful; the wound was healed and the boy has made a good recovery. Three hundred other boys were examined by the Chief of the Ear, Nose and Throat work during the year, and thirty employees were given treatments.

The Ophthalmologist makes report of the following in the work of his department for the year:

Number of boys applying for examination and treatment, 781.

Number of boys treated for ocular affections other than refractive errors 301.

Number of boys refracted 251.

Total number of consultations 1,753.

Following is a list of the diseases, operations, accidents and other matters of record for which pupils of the College were housed in the Infirmary during the year 1919:

General Diseases

Chorea	2
Serum sickness	3
Epilepsy	2
Headache	103
Lumbago	4
Myalgia	10
Neuralgia	2
Rheumatic fever	9
Syncope	2
Endocarditis, chronic	2
Torticollis	1
	140

Respiratory Diseases

Bronchitis, acute	112
Laryngitis	20
Pneumonia, croupous	4
	136

Gastro-intestinal Diseases

Constipation	3
Cholecystitis	1
Intestinal toxemia	22
Diarrhea	7
Indigestion	11
Jaundice, acute catarrhal	1
Stomatitis	5
	50

Diseases of the Skin

Tinea tonsurans	6
Pediculosis pubis	2
Dermatitis, simple	3
Erythema, simple	15
Impetigo contagiosa	10
Dermatitis venenata	4
Purpura hæmorrhagica	2
Pityriasis rosea	2
Scabies	15
Urticaria	6
	65

Diseases of Nose, Throat and Ear

Coryza	93
Epistaxis	1
Myringitis	1
Otitis media, acute	71
Pharyngitis	78
Tonsillitis	160
Tonsillitis, follicular	40
	444

Diseases of the Eye

Conjunctivitis, acute	95
Keratitis	2
Corneal ulcer	4
Foreign body in eye	10
Dacryocystitis	1
	112

Accidents

Lacerated and contused wound of leg (extensive)	1
Concussion of brain	2
Fracture of leg	3
Fracture of forearm	24
Fracture of humerus	1
Fracture of finger	1
Strangulation	1
Sprains	33
Wounds:	
Lacerated	12
Contused	38
Infected	10
Poisoned	1
	127

Operations

Appendicitis	2
Submucous resection for deflected septum	16
Hernia	2
Tonsillectomy and adenectomy	82
Mastoid abscess opened and completely drained	1
Mole, facial, operation for removal of, by electric needle	1
Amputation of little finger (injured in Mechanical School)	1
Osteomyelitis, incision into medulla, and complete drainage	2
Nephrectomy (left kidney) operation for removal required by infection following general osteomyelitis	1
	108

Acute Infectious Diseases

Diphtheria	19
Diphtheria carriers	17
Influenza	8
Meningitis, epidemic cerebro-spinal	1
Measles	2
Mumps	4
Scarlet fever	3
Typhoid fever	3
Varicella	24
	81

Localized Inflammations

Abscess	8
Abscess, alveolar	1
Adenitis	7
Cellulitis	3
Furunculosis	6
Osteomyelitis	3
Toothache	7
Vaccinia	4
	39

Unclassified

Discipline	51
Observation	840
Nostalgia	3
Malingerer	7
	901

Total number of patients housed in the Infirmary during the year 1919, 2,203.

DEATHS

Ernest Baker, aged eleven years, died May 10, 1919. The cause of death was accidental strangulation.

Henry D. Hertzler, aged fifteen years. Died June 22, 1919. The cause of death was chronic valvular disease of the heart.

Russell C. Matthews, aged fourteen years. Died June 23, 1919. The cause of death was acute dilatation of the heart, probably due to the ingestion of an unknown vegetable poison.

Henry Dale Musser, aged thirteen years. Died September 8, 1919. The cause of death was acute lymphatic leukemia.

DENTAL DEPARTMENT

Attention to health during the war period has put a new emphasis on the importance of care of the teeth. The number of men called to military camps, the careful examination into

their physical condition and the enforcement of more rational policies looking to good health have all influenced public opinion so that there has been increasing attention to dental work in the past year. This interest has related itself to the work of Girard College in two or three particulars. Aside from the Dentist-in-Chief, the entire staff in the Dental Department has been changed. The assistant dentists, who had the experience here in addition to their professional training, have been in demand for private practice. The clerical and mechanical assistant who had served for a number of years in our work was similarly drawn off for dental service in another field. Three splendidly trained and promising young dentists were appointed in the autumn and have begun their work with an earnestness that promises well. In filling the place of a mechanical and clerical assistant, it was found advantageous to subdivide the duties of that position, having one assistant who would give her whole time to the mechanical part of the work, preparation of appliances, making and developing of X-ray plates, taking of impressions and the like, and the other giving her time wholly to the preparation of cards, recording of work done, keeping track of appointments, sending for boys, and related services. These two helpers have saved the time of the Dentist-in-Chief and the assistant dentists in such a way as to realize a larger return from their effort in actual operative service. The amount of work done in the past year was in excess of the amount completed in the year preceding, and the Dentist-in-Chief reports at the conclusion of the year that the condition of the teeth of the boys in the Institution is more favorable than ever before. The work is more nearly caught up; the early attention to the teeth of boys already received, and particularly what seems to be more important, a better attention to the teeth of boys before they come into the College, have made our problem easier than it has been heretofore. The appointment of the additional assistant gives to the Dental Department of the Institution the time of six people. This furnishes a further contrast to the service rendered before the Dental Department was re-organized on January 1, 1911, when the total amount of dental service at the Institution was one dentist for one day a week. At that time boys with acute conditions needing the attention of a dentist went to

his office, but the only time the dentist came here was the one day a week mentioned above.

The work of the Dental Department has continued to attract attention, and during the past year a dentist from Christiana, Norway, who was making studies of his profession in America, submitted a request to establish himself at the College for a considerable space of time in order to study and practice corrective work in the treatment of children's teeth. At almost the same time there came a request from the office of the Surgeon General of the United States Army to send a man from his staff for similar observation and practice. The answer to both these requests stated that every courtesy and facility would be offered for observation and study of the dental work of Girard College. The recent addition of a dentist to the staff of the Department of Health of Pennsylvania and interests above mentioned all point to an increasing regard for the place of dentistry in the care of the health of growing children. The operations of the Dental Department are indicated by the following summary which affords also comparison with the routine work of the preceding year and in certain particulars with work done over several years preceding.

	1918	*1919*	
Amalgam fillings	1,692	1,416	16.3% Dec.
Phosphate fillings	1,954	3,389	73.4% Inc.
Gutta percha fillings	266	262	1.5% Dec.
Temporary stoppings	850	525	38.2% "
Permanent teeth devitalized	151	66	56.3% "
Temporary teeth devitalized	13	1	92.3% "
Permanent teeth putrescent	27	28	3.7% Inc.
Temporary teeth putrescent	1	8	700.0% "
Permanent teeth abscessed	5	4	20.0% Dec.
Temporary teeth abscessed	0	0	.. ..
Permanent root canals filled	385	212	44.9% Dec.
Temporary root canals filled	32	42	31.2% Inc.
X-Ray studies made	288	234	18.7% Dec.
Inlays	52	38	26.9% "
Crowns	4	3	25.0% "
Bridges	2	1	50.0% "
Teeth cleaned	1,240	1,393	12.3% Inc.
Extractions of permanent teeth	20	23	15.0% "
Number of treatments	2,669	2,630	1.4% Dec.
Total number of operations	9,628	10,335	7.3% Inc.

Permanent Teeth	*1912*	*1913*	*1914*	*1915*	*1916*	*1917*	*1918*	*1919*	
Devitalized	170	114	99	120	150	143	151	66	
Putrescent	151	41	26	31	33	24	27	28	
Abscessed	22	20	6	6	2	7	5	4	

Decrease in Eight Years (1912–1919 inclusive)

Permanent Teeth Devitalized	61.1%
" " Putrescent	81.4%
" " Abscessed	81.8%

GROUNDS AND BUILDINGS

One building only was included in the extension of our building and betterment plans during the year. Considerable alterations were introduced into Building Number Two resulting in putting that building into much better condition. Slight changes were also introduced into the Number Seven Building by subdividing some of the larger dormitories on the third floor and adapting rooms to furnish more comfortable quarters for domestic employees. The ordinary repairs, painting and slight improvements were carried forward during the summer, but the cost of new construction or alterations was so high that it was thought wise to defer everything except that which was most urgent.

The change in Building Number Two offered an opportunity to extend the hot water heating system. A large main was carried from Building Number Six to Number Two and hot water heat introduced into the building last named. Various outlets were installed on this main so that when conditions are favorable hot water heat may be readily introduced into the Main Building, and Buildings Three, Four, Five and Six, also the Laundry, Shoeshop and Bakery. The Chief Engineer of the Girard Estate, who has repeatedly visited the College during the past year as a consultant, has expressed the opinion that an extension of hot water heating will materially reduce the coal consumption of the College. The new High School Building, the Chapel and Building Two are the only ones thus far heated by hot water. The Chief Engineer of the Girard

Estate has given us help in the introduction of gages and meters on the boilers of the power house and has made other suggestions looking to economy and greater efficiency in the heat, light and power service of the College.

The next building extension should be three residences for the members of the staff who are required to live on the College grounds which could readily be placed in the triangular space at the east end. This ground is rendering a limited service at present and would lend itself easily to the use proposed. Houses built at the place mentioned, and standing somewhat in front of the line of the present row of buildings, would offer a completion of the grounds to the east so that as one came within the College inclosure he would have a sense of being on a College yard. The High School Building fronts from the west, the Main Building and those flanking it on either side furnish the northern boundary and the proposed new residences would close what is at present a gap at the east. Houses placed at that point would add materially to the appearance of the grounds, but much more important, they would serve a useful purpose in freeing the present Number One Building so that it could be utilized as a series of residences for four groups of older boys under the cottage system.

Attention was given during the past summer to making several buildings of the College safer in case of a fire or fire alarm. Various of the exit doors from the dormitories, section rooms and the buildings themselves had been made to swing in. The Steward of the College, under direction of the Committee on Household, engaged workmen and rehung a large number of these doors, making the buildings conform more nearly to the present regulations of the Building Inspectors. While the fire hazard has not been entirely removed by these changes, we believe that it has been very greatly reduced, and that conditions at present are more satisfactory in this particular than ever before.

The policy of gradual improvement in the appearance of the grounds to which reference has been made in former reports, was continued during 1919. Planting of shrubbery, vines and a few trees have added here and there little touches which, while not important in themselves, in the aggregate add largely to the attractiveness of the grounds.

One desirable change was introduced on the west playground in the erection of an iron paling fence ten feet in height from the toilet to the south wall, also the installation of a concrete gutter and drains to keep the west playground in better condition.

The system of improvement of grounds and buildings, the careful selection of pictures and other ornaments tend to make the College more attractive and to create an atmosphere that will be in itself more of a silent influence in the education of boys. Boys who grow up in daily contact with the best in art and decoration will unconsciously have their lives affected, and we believe that even though boys do not realize that their taste is being formed as they go forward month by month and year by year, such is the fact, and that boys who have lived in contact with the highest and best in Girard College are not likely to be satisfied with inferior or unattractive surroundings when they go out from the College.

DOMESTIC ECONOMY

The three important services rendered by the Department of Domestic Economy—the care of buildings, the furnishing and care of clothing and the preparation and serving of food —have presented a stupendous undertaking during the past year. Those who have had to do with these domestic services as they have been carried on in private homes must realize the difficulties. The scarcity and excessively high price of materials to be purchased, at times the seeming impossibility of getting materials even at any price, the scarcity of domestic employees, the unsatisfactory character of service rendered, the frequency of change of employees altogether have presented to the Department of Domestic Economy a real problem during the year. Some housewives who have visited the College have been surprised at our being able to keep our work going forward at all. The facts are we have paid for services rendered what would seem a low rate as compared with prices paid in private families and the cost of maintaining our work has not risen in anything like the proportion that the cost has risen in furnishing similar services outside the College. The purchase of supplies in large quantities, the willingness on the part of vendors to give first claim to the College because of

their belief in the importance of the work it is doing, a devotion and self sacrifice on the part of the Superintendent of Domestic Economy and his assistants who are in a directive capacity, and a loyal and hearty service rendered by the large staff of employees in the domestic department—all have made it possible for us to carry forward the work of the year not only without curtailment, but with extensions and improvements in various directions.

One aspect of domestic service for the year calls for special mention, namely, the utilization of the help of the boys in the carrying on of this service. As there have been vacancies in the domestic department, we have called on boys to a larger and larger degree. They respond willingly and seem to enjoy the experience. Practically all the work on the west side of the dining-room of Building Eight and a part of the work on the east side is now done by boys. They gather up the dishes following the meals, put them through the dish washing machines, clear up the tables, wipe up the floors and reset the tables for the succeeding meal. A supervisor is necessary to work with them, but the cost of the supervisor is considerably below the cost of the domestic employees who are replaced. The boys are, we believe, deriving a profit from doing this work.

A change was introduced during the year in the giving of a dress shoe for Sunday and holiday wear to the boys of Sections A, B, C and D. Shoes of good quality and made in attractive shapes were secured so that boys would feel better satisfied in this respect, and there would be removed from their mothers the necessity of furnishing them with shoes for these special occasions.

The Superintendent of Domestic Economy draws attention to two needs of the work under his supervision in the immediate future. One is a central clothing and outfitting shop where alterations may be made, clothing stored and the boys fitted much more expeditiously than they can be under present conditions. The lack of space in which to store clothes and lack of opportunity to fit them makes it necessary to handle the same clothing two and three times over in the process of outfitting boys. All this could be avoided if there were a suitable storage and outfitting building. As earlier recommended, the space over the present Shoeshop would lend itself

admirably to the use above mentioned. The second matter to which the Superintendent draws attention is the gradual wearing out of tables and furniture in the dining-room of Building Eight. Such material having constant use three times a day tends to wear out after a while, and the furniture of that dining-room is gradually getting to the point when we shall be under the necessity of considering either the replacing of what we now have, or making some other provision as an alternative. The Superintendent voices a sentiment which has been expressed in annual reports repeatedly, that the congregate dining-room is unsatisfactory and a subdivision of it is greatly to be desired. How and when this can be done, seems at present a bit remote, but we cannot escape from the conclusion that the bigness of that room presents one of the real problems in organization, discipline and control of our work. The Superintendent draws attention to the striking contrast in the results from the use of the dining-rooms in Buildings Seven and Eight. In the former are smaller boys who in the natural course would be the least able to help themselves, and to keep the tables looking presentable. The results are contrary to expectations; the conditions in the dining-room of Building Seven are very much more satisfactory than they are in Building Eight.

ADMISSION AND DISCHARGE

Two hundred and five boys were discharged from the College during the past year and four have died. The demands for boys both in industrial and commercial life have continued as in the preceding years and the placement of boys has been easy, though perhaps not at quite as high wages as in the two or three years immediately preceding. The coöperative education plan mentioned above has minimized the difficulties of placing boys and has made it possible for them to enter employment on a more satisfactory basis than could have been done had they been without practical experience.

By means of the Special Class, the Elementary Industrial Class and the Intermediate High School division it is possible for us to keep boys for a longer period than could be done before these several branches of work were established. There are still a considerable number of boys, however, who become

restless and dissatisfied before they are sixteen years of age, and the placement of these to advantage presents a real problem. We have, however, the satisfaction of feeling that while a few years ago a considerable number of boys left us under what was known as the fifteen-year-old rule, that number has been greatly diminished and we now look to sixteen as the lowest age at which boys should leave the Institution. The present compulsory continuation school law in Pennsylvania, which places upon employers the necessity of providing for the attendance of boys on continuation schools if they are employed under sixteen years of age, has had the tendency of keeping boys in school for a longer period.

One hundred and ninety-eight boys were admitted into the College during the year. The ages, physical condition, psychological and school examination are indicated by the accompanying figures:

Age Entered

6	2
7	18
7½	63
8	31
8½	34
9	30
9½	20
	198

Anthropometric

Above standard	114
Above in height	27
Above in weight	5
Below standard	52
	198

Optical

Good	7
Normal	183
Fair	8
	198

Psychologic

Good	61
Normal	85
Fair	45
Poor	7
	198

School

Good	50
Normal	61
Fair	66
Poor	21
	198

By form board:

Below normal	39
Cannot graduate	85
Can graduate	113
	198

Classification

Above grade	15
On grade and less than 1 year below	98
More than 1 and less than 2 years below	78
More than 2 years below	7
	198

The preliminary investigations into the merit of applicants and their school progress has been made in 1919 with more

thoroughness than ever before. The added help in the office of Admission and Discharge, and the experience of those making the investigations have made it possible to present a body of information which gives a very satisfactory basis of judgment as to whether or not a boy should be received into the Institution. This, when coupled with the examination at the College and with a further, more searching inquiry into the family history and earlier school progress of doubtful cases, has made it possible to give a just and fair decision as to whether a boy should be admitted into the College or not. The appended table of admissions indicates a higher percentage of boys who were found ineligible than in former years. Ineligibility, as it would seem, grows out of various causes, they being most largely inherited deficiency and failure on the part of parents or guardians to give boys proper educational opportunity before they are presented. Immediately when a boy is registered for admission, notice is given that he should be placed in a satisfactory school, and kept regularly in attendance. Despite this notice many boys are neglected either in not being permitted to attend school at all or in attending such schools and under such conditions as not to give them satisfactory development.

Admissions, 1919	*Spring*		*Fall*		*Total*
Admitted		87		111	198
Applications declined:					
Mental	38		46		..
Physical	7		5		..
Financial ineligibility	0	45	1	52	97
Withheld to be cured of enuresis, scalp disease, illness for further development, or because of inability to be present	—	69	—	62	131
Percentage declined on basis of number considered for admission		34%		31.9%	32.8%

Bearing on the more careful selection of applicants is the question of the boys who lose their turn through being held on the waiting list until they are past ten years of age before their names are reached. In the last five years the number

of boys registered who thus became ineligible without being considered were as follows: In 1915, 92; 1916, 119; 1917, 91; 1918, 89; and in 1919, 89.

The above makes an average of 96 boys a year who have in the last five years never had a chance even to be considered. As the number of new applicants per year averages around 350, approximately 25 per cent. of the applicants are passed without having any consideration given to them. Manifestly a more careful sifting of the list, a selection of the more deserving and the passing over of boys who are least deserving or least promising will enable the College to render a larger service and at the same time to secure a higher type of boy. The more careful selection of the boys to be educated in Girard College will make it possible to do a better grade of work in the Institution and to turn out those who will reflect increasingly more credit on the school that educated them. When a boy has reached the age of eight or nine, he generally evidences the mental traits and peculiarities which will likely follow him. Furthermore, there is a result from heredity which can be tolerably well determined, and from which we can forecast what a boy is likely to do. We cannot, therefore, but view the greater care in the sifting of the list and the selection of the more deserving or more promising boys as being in the direction of rendering an immediate and a more remote increased service to the community.

The above observations are more pertinent at the close of 1919 than in any preceding year for a considerable time. On December 31 there were on the waiting list 725 applicants, of which number 511 were new registrations during the year. The large registration in 1919 is accounted for by the Superintendent in part from the deaths of a considerable number of young men in the influenza epidemic in the autumn of 1918. We take note that at the opening of 1920 there were more names on the waiting list for admission into Girard College than on any preceding January 1 for the past fifteen years. There is also the possibility that, as the College becomes better known and establishes its good name in the community, there will be increasing demand for the service which it can render. It does seem to be borne in on us that there is an increasing demand for places in the College by the boys of worthy and

deserving families, and boys who give promise of a high order of development.

FINANCIAL OPERATIONS

The maintenance and extension of work at Girard College presented a series of problems during 1919. Appropriations for subsistence and clothing which were made at the opening of the year proved inadequate before the year's close. We cannot but be troubled at the marked increase in the cost of maintenance of the College in the past year, and particularly as the past year is compared with the year 1910. Not only has everything which we have had to purchase greatly increased over the year last named, in some cases the price being advanced two and three times over, but the very fact that Girard College has been under the necessity of paying this advance for the articles which entered into the ordinary consumption of the place has shown the necessity for an increase in salaries and wages to employees, which subject will be considered in the following section of this report.

Another aspect of our increase in cost is found in the enlarged service which the College is now rendering. There has been in nine years an increase of 19 per cent. in the staff of employees. This means smaller classes for purposes of instruction, smaller section divisions for household care, additional teachers and attendants for special lines of work, such, for example, as on the playgrounds, in the Dental Department, in the instruction of the Band and the rendering of other services which were not undertaken in 1910.

The per capita cost at Girard College in 1919 reached the highest point this figure has ever touched, it being approximately eight hundred dollars per boy. As compared with per capita expenditure in institutions elsewhere and in high grade private schools this does not seem excessive, and particularly when one takes into consideration that the service included food, clothing, education, medical and dental care, the outfitting of boys leaving the Institution, and the multitudinous special services which are rendered to Girard College boys. The accompanying figures showing the per capita subsistence expenditures for the last six years will be of interest.

Year	Subsistence Expenditure	Per Capita	Boy Census
1914	$188,933.50	$121.42	1,556
1915	194,518.91	124.61	1,561
1916	202,141.73	132.03	1,531
1917	247,051.10	158.36	1,560
1918	288,241.66	183.82	1,568
1919	361,894.13	228.61	1,583

Frankly, it should be recognized that we are conducting a high-grade school and are rendering a high order of service. In all the essentials affecting health, personal appearance and the enjoyment of life in a proper way, the committees in charge of the College have been generous, though by no means prodigal. A well-recognized principle of finance may properly be applied to Girard College in the statement that schools cost money and good schools cost more money than poor schools. The General Education Board of New York City which established the Lincoln School for experimental and demonstration purposes saw at the outset that the school would prove more expensive than an ordinary school. This Board justified a large expenditure on the Lincoln School from the indirect service which the school would render in making demonstrations of work along special lines. In many ways the commission to Girard College from the Founder and the educational opportunity which is here offered are along the lines of the plans for the Lincoln School, and the aims which the General Education Board set for the Lincoln School are substantially the aims which we should recognize for Girard College. In this connection we may well remind ourselves again of the concluding sentence in the very illuminating report on "Education in Europe," prepared by Alexander Dallas Bache, the first President-elect of Girard College, and submitted to the Trustees of the College in 1839. "Our founder has furnished them the means of establishing a series of model schools for moral, intellectual, and physical education, embracing the period of life from early youth almost to manhood, the importance of which to our city, and even to the country at large, can hardly be estimated."

Repeatedly during the past year I have impressed upon the heads of the several branches of work in the Institution the need for economy, first as a patriotic duty, and second to conserve our resources and continue the betterments and ex-

tensions which have been going on in the last nine years. We have interpreted the wish of the Directors to be that we were not to curtail or circumscribe the service to the boys, and, indeed, we have gone through this period of increasing cost with a steady improvement of the service rendered. Only a splendid financial support and an unprecedented earlier wisdom of management of the Girard Estate could have made possible the fortunate conditions under which the Institution has operated in the past two or three years. Is it too much to hope that we may continue the improvements in the service and carry on at the same time the betterments and extensions of our physical appointments which will mean in the years ahead a still greater improvement than would be possible under present conditions? All connected with the College must rejoice at the way in which the available resources have made it possible for the College work to be carried on during 1919.

SALARIES AND WAGES

The statements above made indicate a situation from which Girard College could not well escape in the matter of increased compensation to those who were in its employ. Various tables of increase in cost of living for the past five years have indicated advances ranging from about 85 per cent. to 130 per cent. The statement would be conservative that the cost of the necessities entering into the consumption of the average family have increased quite 100 per cent. during this period.

Wages in most industrial employments have advanced in five years by approximately 100 per cent. In many industries the increase has been greater than this and in some it has been less, but in general, wages in industrial employments have about doubled since the beginning of the World War. Some have held that this is only a temporary condition due to an inflated or war time condition; others have felt that the scale of advanced prices is part of a general world tendency which had begun even before the World War and which it is thought will be maintained either permanently or for a considerable time to come.

Those employees who have been long in service and are on a fixed schedule where there are no high profits, and particu-

larly those who are on salaries in what might be called educational positions, have been at a disadvantage under recent tendencies. In general the salaried man suffers on a scale of advancing prices because the increase of salaries tends always to lag behind the general rise in prices. Those engaged in industry who have in recent years enjoyed increase after increase in remuneration for their labor cannot quite take in the fact that many teachers and those in related callings have been continuing on substantially the same salaries which they were receiving five years ago.

The conditions just mentioned have created an unrest and dissatisfaction of employees in general, and particularly so of those engaged in teaching and other related work. Not a few teachers were drawn off from educational work for war service, some of them in the productive industries, and the cases have not been uncommon of those who had their first experience in business prompted by patriotic motives continuing in business after the war was over and at a largely increased remuneration.

From every part of the country there has come up a cry of a scarcity of teachers and of the unsatisfactory type of people who are now available for teaching positions. In many places there is an actual shortage which has made it necessary to close schools. In the larger number of cases inexperienced and incompetent persons have been drawn upon to do teaching. Girard College has felt the shortage of teachers, when, from time to time, an effort was made to secure the service of substitutes who would take the place of teachers who were ill temporarily. No substitutes were available either from the Philadelphia Normal School or from the offices of the Board of Public Education.

While there is an actual shortage of teachers at the present time, there is an impending greater shortage in the years immediately ahead. With the close of the war our higher institutions of learning have generally been overfull. Colleges, universities, technical schools, and institutions of all sorts looking to the industries, have been crowded beyond capacity; many of these higher schools have turned away hundreds of applicants for admission. Contrast with this a condition in which normal schools and other schools for the training of

teachers are poorly attended. Before the war the two public teacher training schools in Philadelphia had approximately one thousand prospective teachers in attendance. At the present time these two schools have but four hundred in attendance. Those who are in contact with the public school work in Philadelphia say that the training schools should have at least twelve hundred now in attendance if they were satisfactorily to meet the needs of the schools for the immediate future. The report of the United States Commissioner of Education indicates that conditions in the country at large are not unlike conditions in Philadelphia and that the normal schools and city training schools have in general about one-third of their proper quota of young people in training from which to recruit the teachers of the future.

The situation above mentioned has caused a state of mind which might be called alarm, and educational authorities in many great municipalities, in state wide organizations, and in boards of control for single institutions have all joined in an earnest effort to improve the status and largely increase the remuneration of teachers. A large number of higher institutions of learning and some private schools of secondary grade have gone into the field to raise increased endowments to be used in increasing salaries. In one commonwealth at least a special session of the legislature was called for the prime purpose of salary increases. Private initiative and governmental action in numerous of the municipalities have directed efforts to the same end; it would appear that as never before the importance of the work of teaching is recognized and that the teacher in America stands a better chance than ever before of coming into his own.

James Bryce in his introduction to the recently published *Cambridge Essays on Education* points out that the unsolved problem of education is chiefly the improvement in teaching, and that such improvement can come only from the securing of greater competence of the individual teachers, which greater competence, it is believed, will never be realized otherwise than by raising both the status and the remuneration of the teaching profession. This in brief has been the spirit of the British Board of Education in the reforms which it has recently championed for the whole British nation. Thus the improve-

ment of the opportunities of the teacher is a movement so general as to promise important results.

Girard College could not be unmindful of this general situation. Indeed, the College was one of the Institutions early to recognize the need for some relief in the way of added compensation because of advancing prices. In 1917 the Board of Directors voted a bonus of 10 per cent. to be applied to all salaries as then existing. This arrangement was continued until July 1, 1918, at which time this bonus was made a permanent increase and to this permanent increase there was added a graduated increase of 25 per cent., 15 per cent., or 10 per cent., according to the salary or wage received. These increases were greatly appreciated and they gave relief in many directions. The net result on the salaries of the College was to make the payment here higher than that being paid in adjacent public schools and in many private schools or institutions, but by legislation in Pennsylvania in 1919 and by acts of the numerous boards of control of private institutions salaries for teachers all about us were brought quite to the level, and in some cases slightly in excess, of the salaries being paid in Girard College. The comparison between remunerations in industry and the wages paid in the College was even more unfavorable. During the past autumn numerous appeals for salary and wage increase were made in various branches of the service, in some cases the amounts of increase being suggested specifically, and ranging usually from twenty-five to forty per cent. During November and December a great deal of study was given to the matter of our salary roll and the need for added compensation; an examination was made at the same time by the Board of Directors to determine the available resources, and just at the close of the year a new salary arrangement was adopted for 1920 affording varying increases. In granting the new salaries an effort was made to overcome inequities earlier existing and growing out of the system of percentage increases, to give proper recognition to the special service in certain directions and to establish as favorable a relation as possible between salaries and wages paid in Girard College and those paid elsewhere. The action as finally taken was for 1920 only and the amounts of increase varied considerably. In some cases no increase at all was voted; in others the rate of increase was

slight; and in still others it was considerable. The net result of the salary increase as granted was approximately 14 per cent. on the total salary roll for the year.

The Board of Directors has shown every consideration for the employees of the College and has extended needed relief in repeated increases of compensation. As to what the future may hold in store no one can at the present foresee. Conditions may so right themselves that there will be less need for salary increase after 1920. On the other hand the resources of the Board may be so curtailed that it will not be possible to maintain the present salary schedule. Those who have been in the employ of the College have appreciated the spirit in which the Board of Directors has repeatedly met the issue of the increased cost of living, and there is on every side a disposition to await future developments with a confidence born of a long experience of considerate and fair dealing.

ALUMNI

The central association of Girard College Alumni, numerous branches and class alumni organizations and individual alumni all have shown a continued interest in the College and its work. The annual meeting of the general alumni was held in the College during March. The old time method of celebrating Founder's Day was resumed in 1919, and the celebration was largely attended. A pleasing feature of the celebration was the Alumni parade, which was arranged according to classes and which headed by an alumni band made an imposing display.

The Early Eighties carnival was held as usual in July, and it was greatly enjoyed by the boys who were here at that time. The Supervising Prefect reports that although the carnival in 1918 was so enjoyable that it did not seem possible to surpass it, the one in 1919 outran its predecessor both in variety and extent of entertainment offered. Captain George S. Tempest as Chairman of the Committee seems able each year to go the preceding year a little better. The general alumni society held a bazaar in November to which the Girard College Band contributed an evening's program.

Not the least of the services rendered by the Alumni during

the year was the entertainment of boys who were left back at the College during the Christmas vacation. The boys were taken in automobiles to Valley Forge during the vacation and given a luncheon at Washington Inn. The same group were again entertained on an afternoon of the vacation at the Pennsylvania Railroad Y. M. C. A. The presence of certain of the Alumni at the College and their participation in the exercises during the Christmas recess were similarly greatly appreciated.

Members of the Alumni opened their own homes to numerous of the boys who were available for such invitations, some for longer and others for shorter periods. Quite a group of boys were invited out for Christmas dinner and from such invitations to those for the entire eight days of the Christmas vacation, the interest and the support of the Alumni was greatly appreciated. Men who have homes of their own and who have reached the age and substantial position which enable them to be helpful influences in the lives of boys thus played the part of big brothers or of fathers to boys who are really hungering for that sort of personal interest. When some members of the Alumni have raised the question as to whether boys needed the service which was being given,—whether the College did not supply everything which money could buy, I have been prompt to point out that while the College could buy food and clothing, while it could provide "movie" entertainments and take boys to the theater and do a multitude of other things, there are certain things which money cannot supply, and these things the Alumni can contribute in no small measure. Boys need the personal touch, the human interest and the appeal which affection born of this interest will make. Some boys in the care of Girard College are without the sort of home influence which is greatly to be desired and it has been our effort to connect these boys with members of the Alumni who could bring into their lives the one thing yet needful.

As the matter has worked out the arrangement of boys going to the homes of the Alumni has proved a pleasant experience to the members of the Alumni themselves. The following letter which was received just at the close of the Christmas vacation is typical of others which came back from those who entertained boys during the recent recess.

"I want to let you know how well pleased Mrs. ———— and I were with the result of our experiment of having one of the college boys with us during the Christmas holidays. George ———— seemed to fit right in as a member of our family, making himself thoroughly congenial with our own boys and conducting himself during the entire time he was with us in a very exemplary manner.

"My purpose in writing you is both from the feeling that it is due George to let you know how well he conducted himself and also to encourage others who may consider taking boys into their homes next Christmas."

We had many letters during the year from College boys who were in the military service, or who had returned home. An extract from the following letter written by a boy who left the College in 1910 is indicative of the state of mind toward the College which was created by war service:

"It seems that the College boys can stand this life better due to the fact that they have been brought up so well in the College, and I think every boy that comes from there, whether he graduates or not, should have the greatest respect for the Institution and all the people in charge of same. I must say that I certainly do appreciate everything that the College ever did for me, and as they all say, and can't help saying, if I had my time to go over I would pay more attention to my studies."

The combined efforts of alumni and College authorities to reach those who were in the service of their country has brought during the past year repeated expressions from the boys while they were in the camps or following their return. From the Army of Occupation in February last came a typical letter of which only a single sentence is quoted: "There is one thing that I do want to say, though, and that is that the interest taken, by the 'Hum' and the Alumni, in the members who are in the Service, is gratifying to say the least."

Practically all the boys have now been discharged except the small number who are to continue in the regular army or the navy. The data concerning service men have been added to by new information received. The total number of Girard men who were known to have been in the service has now reached eight hundred and thirty-seven, and of this number twenty-six are known to have lost their lives. It does not seem an extravagant claim to make that when the records are all

assembled and we have full facts as to men from the College who saw service in some capacity in the World War, we shall find that there were quite a thousand.

The service flag presented by the Early Eighties hung in place during the larger part of the year. The same organization has asked the privilege of presenting a permanent flag somewhat smaller which may be placed within the Main Building of the College indicating the total number of men who saw service in the war and the number of these who gave their lives.

An alumni matter of more than passing interest was the organization of the Stephen Girard Post of the American Legion. When the Legion became a fact and the men were faced with the question of identifying themselves with some post, the thought of a considerable number turned instinctively to the idea of a post which should bear the name of Stephen Girard and the members of which should be largely, if not exclusively, former students of the College. This matter was discussed during the autumn and became an actuality in November. The President of the College enjoys the special distinction of honorary membership in the Stephen Girard Post. There has been regular communication between the President's office and the officers of the post as well as of the alumni association with a view to making the list of the service men as complete as possible and of doing all in our power to show appreciation for those who represented Girard College in the great contest for humanity and civilization. It is indeed gratifying that an association of the veterans of this war should bear the name of the Founder of Girard College.

The College enjoyed during the past year special favor in having an alumnus as a member of the Board of Directors of City Trusts. James E. Lennon, President of Select Council, was indefatigable in the discharge of his duty as a Director. Not only did he attend the regular meetings of the Committees and the Board, but at times of admission, commencement occasions and other public functions he came to the College to express by his presence and his counsel the deep interest which he had in the Institution. When on the discontinuance of the Select Council, Mr. Lennon was felicitated by his fellow members, he responded with special mention of the privilege which

he had enjoyed of serving on the Board which has supervision over Girard College in the following statement:

"Of precious recollection to me is the opportunity I had, as President, to sit, *ex-officio*, with the Board of Directors of City Trusts, whose great responsibility, among many, is the management and direction of Girard College and the fathering of its family of 1,600 boys. Being an alumnus and the second graduate to have such opportunity you may realize how I appreciate the privilege and honor which were mine."

SUMMARY AND CONCLUSION

What seem the most immediate and pressing of the recommendations in this report, and in the reports of preceding years, are brought to the attention of the Board of Directors in the following brief summary:

1. It is recommended that the alterations in the Main Building of the College be completed in order to supply additional shelf room for the storing of books and to afford suitable working facilities for the library. This extension has been under consideration for a considerable time; the cost of making the changes would not be large and no single investment would bring so immediate a return as would this added provision for the library.

2. It is urged once again that residences be built at the east end of the grounds for those members of the College staff who must reside in the Institution. This provision will make it possible to vacate the Number One Building which can readily be adapted for use as cottages for four groups of older boys. Probably no other change would have greater or more beneficial effect on the life of the College than would the proposed improved method of caring for the boys in the last year during which they are here in residence.

3. Related to the preceding, and also necessary in order to free the Number One Building, is the need for additional housing facilities for some of the domestic employees of the Institution. It is possible that a building could be secured near the College inclosure which would furnish the needed accommodations. There are a few domestic employees living in the Number One Building who could not well be accommodated in the Institution.

4. Attention is again drawn to the need for an armory and facilities for military drill and for the musical work of the Institution. This armory would afford needed space for indoor recreation in times of inclement weather. Adequate space can be found for such a building at the West end of the grounds, and a construction at that point could be planned which would not involve large expenditure.

We cannot emphasize too often that all the agencies centering in Girard College are directed to the one end of producing worthy manhood. Every employee of the Institution is directly or indirectly engaged in an educational task, and every effort here put forth is for the rearing and training of boys. We may properly accept the statement that we are a factory for the shaping of human souls whose influence may be world wide in extent and who will reach to eternity itself. Any conception of service in Girard College as separated into independent or isolated branches which do not coöperate with all the other forces contributing to making character is inimical to the highest good of the Institution. The message of John Meigs, the great "Master of the Hill," is equally applicable to our situation at Girard College.

"I have told you so often that you must weary of hearing, that we are all members one of another, and that your fidelity to us, and our fidelity to you alone makes our common work possible and worth while. I still feel this to be true, and more than ever true, and know that, as you are reminded of us, so far away from you all, you will each one echo our simple and affectionate prayer that we may all be led in the coming year by the Father of us all into a more perfect service to Him and to each other."

The last year has brought much of perplexity, and trials not a few, but it has brought also much of encouragement. Never before has Girard College been more highly regarded by Philadelphia and the state of Pennsylvania which it more immediately serves, and by a wider circle interested in education and institutional work. Repeatedly have representatives of other systems of schools and institutions come to us for observation, counsel and suggestion. The officers of the College have been summoned to participate in many conventions and conferences affecting practically every phase of its work, in Philadelphia and Pennsylvania, and more widely in the country at large. Girard College has been privileged to speak in

these conferences out of the rich heritage of her past, and with the splendid endowment which she has at her command. The service to fifteen hundred boys, great as it is, is only a part of what the College is able to do.

As we take knowledge of developments within the Institution there is much for encouragement. The "divided group" plan of education which was begun three years ago as a sort of experiment is firmly established; our health work has been better than ever before; the playground and recreation activities have become an essential part of the life of the place; the household care of boys out of school is less mechanical and more human; the domestic service of the Institution has made a larger use of the activities of the boys, thus teaching the lessons of self-help; the business operations of the College have been reduced to a more orderly system; boys to be received into the Institution are selected with greater care, service thus being extended where it is most needed and boys being selected who can derive the greatest profit from attendance here; during the past year we have materially improved the aid given to boys leaving the Institution. But perhaps the greatest progress of the year has been in the school side of our work. In retrospect, the year 1919 stands forth as one of steady educational accomplishment. This is true particularly in the organization of the materials of instruction, the development of teaching power, and the modifications of the curriculum. The increased accomplishment comes largely from careful examination into, and broader conception of, the educational problems of the College by every one engaged in teaching, from the administrative staff to the classroom and shop teachers. Never before, in my years of service here, have we had so fine a professional spirit and so manifest a desire for improvement as are at present in evidence.

It so happened that a teacher who three years ago served for a half year as a substitute with our younger boys was called back during the past year as a substitute in the classes of the seventh and eighth school years. This teacher gave an observation on the College, and the work being done and made a comparison between the spirit of the place in 1919 and its spirit when she was here earlier which is so significant that a brief extract merits a place in this conclusion:

"There is something about the Girard College boys that makes a specially strong pull at one's heartstrings—they are such a fine lot of healthy normal animals, and so responsive to the personal attention and personal service which it is such a pleasure to give. If I could feel that I had done as much for the boys as they have done for me, I should indeed be satisfied.

"You will forgive me for being so personal as to say what a joy it has been to me to see the growth there has been at the College in even the three years since I was there before—a growth towards the realization of fine ideals conceived for the education and home life of Girard's sons."

"The eternal debt which maturity owes to youth" was clearly recognized by Stephen Girard in the opening statement of the twentieth section of his Will in which he set forth the plan for his institution. Said he; "And whereas I have been for a long time impressed with the importance of educating the poor, and of placing them by the early cultivation of their minds and the development of their moral principles, above the many temptations, to which, through poverty and ignorance they are exposed; and I am particularly desirous to provide for such a number of poor male white orphan children, as can be trained in one institution, a better education as well as a more comfortable maintenance than they usually receive from the application of the public funds." Ours has been the task to carry forward the commission which the Founder gave to the Mayor, Aldermen and Citizens of Philadelphia, and to their Successors and Assigns.

A British League of Youth has been founded which has adopted as its motto the following from Benjamin Kidd: "Give us the young. Give us the young, and we will create a new earth." Lloyd-George, who accepted the Presidency of this British League, in a speech at Manchester, amplified an answer to the question: "What is the next lesson of the war?" in the statement, "We must pay more attention to the school. The most formidable foe we had to fight in Germany was not the arsenals of Krupp or the yards in which they turned out submarines, but the schools of Germany. They were our most formidable competitors in business and our most terrible opponents in war. This fact was only half comprehended here before the war."

The spirit of Stephen Girard still lives and serves. All the factors which center in the operation of Girard College are

seeking to carry out his commission to pay the eternal debt of maturity to youth. The labors of the year closing have been an exalted privilege. The accomplishments of the past are, we trust, an augury for a greater future accomplishment. May we not all share in the sentiment that we have in truth been called to a noble calling?

Respectfully submitted,

CHEESMAN A. HERRICK,
President.

General Prize Awards, 1919

HIGHEST SCHOLARSHIP STANDING IN CLASS OR DEPARTMENT

George W. Aumiller, 6A–5; Cloyd Bender, 5B–2; Julius L. Berge, 2B–1; George W. W. Berntheisel, Bookkeeping; Wilford Black, 6A–2; Antonio Bordoni, (2) 4A–1, 4B–1; Philip Boyd, 4A–2; Harry S. Carberry, 2B–2; Frank Chamberlain, 4A–2; George Conbeer, 6A–1; George Craig, 6B–3; Walter A. Dampman (2) 4B–2, 3A–3; John C. Dennis, 5B–1; Stuart F. Dornsife, 6A–2; George Dunkle, 6B–4; Lawson S. Earl, (2) 5A–2, Sloyd; Harold L. Eichelberger, Spanish; Henry H. Fanz, (3) 2–2, French (2); Arthur Fenton, 5A–2; Roy Fletcher, 6A–4; John Flynn, (2) 6A–3, 6B–1; James M. Frees, 4B–4; Edward P. Geuther, History; John S. Graham, 6B–4; William E. Gulliford, (2) 1–1, 6A–3; Robert S. Guy, (2) 3B–1, 2A–2; Marvin C. Haines, 5B–1; William Hannum, 4A–3; Albert Harker, 3A–2; Harold Hayward, 5A–3; Harry E. Haws, 3-1; George M. Heisey, 5A–2; Joseph Hertzfeld, (2) J–1, 3–2; Henry W. Hitner, 3B–3; Herbert V. Hurlbrink, (4) Mathematics, English, S–1, S–2; Franklin D. Ickes, 3A–2; Thomas Illi, 3B–2; Wilson Jones, (2) 1–2, 1–1; Walter G. Kachele, French: Robert E. Kemp, 3B–2; Frank H. Keefer, Mechanical School; Arthur F. Kieffer, 5A–1; John P. Kluzitt, 6B–2; George Kraemer, 2–2; Paul E. Kurzenberger, 5B–3; Blaine Lance, 3A–3; Joseph L. Lanoce, 2A–2; Alfredo Lisi, 2A–3; Arnold A. Luder, (2) 6B–1, 5A–1; Walter Maillardet, Sloyd; Robert E. Maloney, (6) Chemistry and Physics (2) Stenography and Typewriting (2) J–2, J–1; Gilbert H. V. M. Mannal, 2A–3; Hyman Maron, (2) 4B–1, 3A–1; George F. Meikrantz, 6A–1; Isaac Moscovitz, (2) 5A–1, 5B–2; Robert New, General Science (2); Wallace A. Nichols, (3) Mathematics, 2–1, 1–2, Charles W. Pealer, 2B–2; Malcolm Preston, English; Jesse F. Robinson, 2–1; Albert C. Rush, 3B–1; John G. Salter, 4A–3; Charles Schaefer (2) S–1, J–2; Howard K. Schwamb, 6A–4; Nelson R. Scott, S–2; John Sippel, 2B–1; Charles S. Smith, (2) 6B–2, 5A–4; Alfred Somers, 3A–1; Earl Springer, 4B–2; William E. Steinert, History; Lyshon W. Townsend, 4B–3; William T. Traher, 4B–3; Elmer E. Twining, 3B–3; Eugene Vieten, French; George E. Walk, 4A–4; Ralph E. Wilde, Spanish; James D. White, (3) Bookkeeping, 3–2, 3–1; Gilbert Yeager, (2) 6B–3, 5A–3.

GREATEST IMPROVEMENT IN SCHOLARSHIP

William Biester, 3A–2; Clement E. Brennan, 1–A; Harry Brennan, 4B–3; Edward W. Bryan, 4A–2; Harry C. Cranston, 6B–2; Albert Cole, 6B–4; Harry Collom, 3A–2; William F. Cregar, 4A–3; George Dailinger,

4A–4; Harry L. Davis, 3A–1; Lloyd H. Dommel, 6A–2; George D. Doran, 5A–1; Eugene Endress, 6B–1; Thomas F. Ernst, 5B–1; Joseph E. Freda, 6B–3; Ralph Gibbons, 6A–4; William Glass, 3A–3; John S. Graham, 5A–4; Charles Harshaw, 3A–1; Otto G. Hartmann, 4A–1; Robert P. Hawkins, 4A–1; Matthias A. Hellings, 4B–1; Harry E. High, 2A–3; Clifford D. Hudson, 6A–3; Wilbert J. Hughes, (2) 6A–1, 6B–3; George F. Jackson, 5B–3; Edward W. Jacobs, 5A–1; Ira Jefferson, 4B–4; Charles Knaup, 2B–1; Chester J. Lafferty, 6B–2; David Laird, 3A–3; Carl G. Lambinus, 4B–2; Francis J. Lowe, 4A–3; Charles McBrerty, 5A–3; Henry E. Manning, 5B–3; George F. Meikrantz, Sloyd, Dale Musser, 6A–1; Fred H. Myers, (2) 3B–3, 2B–2; William Norris, 3B–1; Vincent Paladino, 3B–2; Otto L. Peppler, 5B–2; David T. Perry, 5A–2; Charles W. Price, 6A–5; Edward Pywell, 6A–4; Edwin W. Ramsey, 3B–1; Jesse Ray Rex, 4B–3; Howard S. Roberts, 4B–1; Levearn F. Rohrback, 5B–1; Robert J. Ruth, 6A–2; Howard K. Schwamb, 6B–4; Elvin R. Shanabrook, 2A–3; Harry Stanshine, 2A–2; John D. H. Stokes, 6A–2; Isadore Switt, 3B–2; Elmer E. Twining, 2B–1; Stanley Vernuz, Sloyd; Walter Wales, 4B–2; Kenneth L. Walters, 6B–1; John D. Watts, 4A–2; Chester Weaverling, 5B–2; Robert G. Weightman, 5A–2; Augustus Wolfinger, 2A–2; James B. Wright, 3B–3; Charles Wurth, 5A–3.

HIGHEST STANDING IN DEPORTMENT

Russell Bateman, H; William J. Beggs, 14; Joseph F. Beisel, 18; Corradino Bentivoglio, B–1; Antonio Bordoni, 7–B; Marcel A. Clark, 21; Marshall Crisman, N; Willard Crisman, 7–G; Harry Davis, 7–A; Maurice C. Dietz, M; George Doerffel, 7–G; George D. Doran, 23; Stuart Dornsife, K; George H. Dunkle, L; John Dunlap, 7–D; George Eddy, 7–H; Albert H. Eufer, E; William B. Faust, K; Joseph Fink, G; Gerardo Giandomenico, 21; Daniel Green, 7–K; Ralph Haas, B–2; Evan Hagenbuch, 15; Leroy Haggerty, 19; Norman Hanley, D–2; Samuel P. Hansbury, C–2; Charles Harshaw, 7–D; Sterling Hendershot, C–2; Joseph Hertzfeld, B–1; Alfred Kane, 14; John Kluzitt, N; Paul Kramer, 19; Louis Krause, 7–H; Paul Kurzenberger, 16; David Laird, 7–K; Joseph Lambiase, 17; Charles S. Lazarus, A–1; Edward Lemmon, 7–E; Louis Levy, 7–I; John Lewis, L; Charles S. McCabe, D–1; William McCullen, B–2; George R. Mabrey, H; William L. MacDonald, D–1; William A. Madenfort, A–2; Thomas E. Makens, D–2; Hyman Maron, (2) 7–C; Frederick J. Merkel, F; Sterling Mitchell, C–2; Charles Montgomery, 15; Isaac Moscovitz, 17; Wallace Nichols, G, Russell Pealer, 20; Albert Pearce, 16; Oscar Pennock, 22; Henry B. Polen, I; Charles Rice, 22; Howard Roberts, 7–I; Luigi Schiavo, 23; Lester Schultz, 7–B; Charles L. Seif, E; Charles Smith, 20; Harold K. Smith, (2) I, M; Carl Spahr, (2) 7–F; Charles W. Staples, C–1; Robert Tittermary, 18; Russell D. Viohl, F; Ralph E. Wilde, A–2; Homer Wilson, 7–A; Walter C. Zushnitt, A–1.

GREATEST IMPROVEMENT IN DEPORTMENT

Harold F. Armstrong, M; Ernest Bailey, 23; Charles H. Beard, B–1; William P. Beard, C–2; Robert E. Beckershoff, 7–B; Hyman Blank, 7–K;

Samuel Brandman, 23; David C. Burton, F; Charles Cadach, C–2; Frederick M. Coffey, C–1; George Craig, K; Louis Crosby, 7–D; Benjamin S. Daveler, 16; George F. Dent, B–2; Lloyd H. Dommel, N; Thomas H. Douglass, G; Lawson S. Earl, 17; Francis R. Edwards, D–1; Harry H. Engle, B–1; Louis Epstein, B–2; Thomas Evans, 7–I; Irwin K. Frederick, 15; James Galbraith, 7–E; Edward P. Gally, 14; Gordon S. Gillespie, 21; James E. Hammers, 7–C; George F. Hetherington, L; Donald F. Ingram, 7–H; Samuel B. Kramer, D–1; Paul D. Krapf, H; Andrews Kurzeknabe, A–2; Carle L. Lamiase, L; Thomas Lynch, 7–B; Charles McElwee, G; William A. Madenfort, A–1; P. Monroe V. Mayer, 7–E; Edward Mengel, 7–A; Wendell P. Mennig, 18; George F. Michael, 22; Isaac Moscovitz, 17; George W. Mullen, I; William G. Mullen, F; James Murray, 7–F; William C. Myers, C–1; Alois A. Neibert, 7–F; Joseph O'Boyle, 7–G; Russell R. Pealer, 14; Joseph Pitts, E; Thomas F. Prader, 18; George Rauh, 7–H; Frank Reagen, D–2; Ambrose H. Richards, 7–A; Charles Rittenhouse, 22; David B. River, H; Howard Roberts, 7–I; Daniel Rode, 20; George Rostron, 7–K; Thomas A. Sadlier, 7–G; Robert N. Saylor, 19; Luigi Schiavo, 20; Sterling Severns, E; Howard Shoemaker, M; Frank R. Smith, 16; William E. Steinert, A–2; Lloyd A. Strickland, 19; Thomas L. Thorne, I; Theodore Van Deventer, A–1; Raymond Van Kirk, 7–D; Maus Weaver, 7–C; John R. Williams, K; Ralph J. Williams, D–2; Dempster H. Wiseman, 21; Sumner C. York, N; Herman M. Ziehler, 15.

Catalogue of Pupils in Girard College

December 31, 1919

Note.—Where a scholarship average is not given the pupil did not attend for the time covered by this Report.

HIGH SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Abraham, Paul Hamilton	May 10, 1903	Feb. 7, 1911	6.92
Abramovitz, Nathan	Apr. 3, 1903	Mar. 14, 1911	..
Adams, William Clyde	Dec. 20, 1907	Feb. 3, 1916	7.67
Adamson, John Freemont	May 7, 1905	Feb. 4, 1914	7.86
Adelizzi, Isaac	Apr. 12, 1904	Feb. 4, 1913	7.44
Ames, Bentley Jacob	Jan. 26, 1903	Dec. 5, 1911	6.78
Anderson, C. A. Richard	Jan. 22, 1904	Sept. 10, 1912	7.01
Anderson, Carl Francis	June 26, 1902	Feb. 1, 1911	7.89
Anderson, James Christopher	July 2, 1903	Dec. 4, 1911	7.70
Andrews, Harry Jacob	July 26, 1905	Feb. 9, 1915	6.55
Armstrong, Harold Franklin	Sept. 20, 1907	Oct. 25, 1916	8.41
Ashworth, John Richard Lynn	Dec. 3, 1903	Feb. 2, 1912	7.45
Aumiller, George Washington	Dec. 16, 1906	Sept. 2, 1914	8.35
Ayre, George C.	Nov. 8, 1905	Feb. 2, 1915	7.95
Baker, Horace Eli	Jan. 9, 1903	Jan. 31, 1911	7.80
Baker, Joseph Henry	July 10, 1905	Feb. 2, 1915	7.77
Ballantyne, Andrew Paul	May 17, 1905	Feb. 4, 1913	7.00
Barrington, Harry Harris	Sept. 26, 1905	Feb. 2, 1915	7.40
Bartholomew, Albert Herman	Aug. 5, 1905	Sept. 17, 1913	7.28
Bartolet, Frederick Raymond	July 30, 1907	Sept. 15, 1915	7.99
Barton, Charles Bryner	Oct. 18, 1905	Sept. 3, 1914	7.13
Barton, Daniel Frederick	Apr. 11, 1906	Feb. 5, 1914	7.85
Barton, John J.	Apr. 15, 1903	Sept. 10, 1912	7.00
Bateman, Russel	Oct. 15, 1905	Sept. 14, 1915	7.87
Batt, Walter Lewis	June 7, 1904	Sept. 10, 1913	7.54
Bauer, Eberhard P.	Feb. 13, 1904	Sept. 9, 1912	7.53
Beach, Bruce Cresswell	July 19, 1903	Feb. 4, 1913	8.21
Beard, Charles H.	Apr. 2, 1903	Sept. 9, 1912	7.85
Beard, William Preston	Apr. 27, 1902	Dec. 5, 1911	..
Becker, George	July 10, 1906	Sept. 16, 1912	7.50
Beerman, Walter G.	Nov. 14, 1906	Sept. 3, 1914	8.00
Behling, Harold G.	Oct. 22, 1905	Sept. 10, 1913	7.07
Bentivoglia, Corradino	Apr. 16, 1902	Feb. 1, 1912	8.60
Bentivoglia, Vero	Sept. 27, 1905	Sept. 14, 1915	8.00
Benz, Charles	Sept. 13, 1902	Sept. 8, 1910	8.25
Berntheisel, George W.	Mar. 13, 1904	Feb. 4, 1913	7.99
Beswarick, Wm. Male	Jan. 17, 1904	Sept. 9, 1913	7.84
Bevan, Warren George	Aug. 16, 1907	Sept. 14, 1915	7.51
Bigelow, Lebbeus Martin	Feb. 3, 1903	Feb. 2, 1912	7.90
Birch, John Foster	Feb. 12, 1907	Nov. 14, 1916	7.30
Bittner, Frederick Oscar	Dec. 27, 1903	Feb. 2, 1912	7.79
Black, George Innes	Feb. 20, 1902	Feb. 1, 1911	7.13

HIGH SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Black, Harry	Oct. 26, 1906	Sept. 2, 1914	7.35
Black, Matthew	Jan. 2, 1907	Sept. 14, 1915	7.16
Black, Wilfred	Nov. 10, 1905	Sept. 14, 1915	7.33
Blew, Robert H.	July 1, 1904	Sept. 10, 1912	6.71
Block, Charles	Sept. 15, 1907	Sept. 22, 1915	7.84
Block, Irvin	Feb. 2, 1906	Dec. 1, 1913	7.72
Blomer, Leroy William	Nov. 16, 1905	Sept. 17, 1913	7.48
Bogle, Samuel James	Aug. 12, 1904	Sept. 10, 1912	7.63
Bolinger, John Robert	Aug. 21, 1904	Feb. 5, 1914	7.45
Bossert, Carl A.	Nov. 3, 1903	Feb. 2, 1912	7.18
Boston, Samuel S.	Mar. 7, 1907	Nov. 23, 1916	7.68
Boyle, John	Dec. 14, 1905	Sept. 9, 1913	7.40
Brady, Francis Joseph	Nov. 10, 1904	Sept. 9, 1912	6.60
Brannan, John Carns	Feb. 17, 1903	Dec. 5, 1911	7.57
Brannan, Robert Elmer	Mar. 2, 1908	Feb. 2, 1916	7.92
Bresser, Zell Landis	Dec. 25, 1907	Feb. 2, 1916	8.21
Brewer, Harold	Apr. 10, 1905	Sept. 9, 1912	7.00
Britton, William Valentine	Apr. 27, 1903	Mar. 21, 1911	7.20
Broadbent, William F.	July 14, 1906	Feb. 13, 1914	..
Brockson, Harry Landis	June 9, 1906	Sept. 2, 1914	7.79
Brooks, Charles Raymond	Jan. 14, 1906	Feb. 4, 1914	6.62
Bryan, Guy William	Aug. 20, 1905	Sept. 2, 1914	7.49
Bubb, Paul Emanuel	May 26, 1903	Dec. 5, 1911	8.00
Burkert, William Adderly	Sept. 5, 1905	Sept. 10, 1913	7.45
Burkley, Raymond Lewis	Sept. 17, 1903	Feb. 4, 1913	7.48
Burson, Raymond Lee	June 10, 1906	Sept. 2, 1914	7.20
Burtoldi, Alfred	Aug. 20, 1903	Feb. 5, 1913	7.42
Burton, David Charles	July 8, 1903	Dec. 4, 1911	7.27
Careless, Norman Courtney	May 14, 1907	Sept. 14, 1915	8.10
Carey, Harry C.	June 15, 1907	Feb. 7, 1917	7.70
Carper, William Victor	June 6, 1904	Feb. 5, 1914	7.03
Carr, Clarence Howard	Aug. 22, 1902	Feb. 15, 1912	8.24
Carr, Frank	Sept. 12, 1907	Sept. 5, 1917	8.39
Carson, George L.	Aug. 31, 1905	Sept. 10, 1913	8.05
Carson, William	May 29, 1904	Sept. 10, 1912	7.51
Carson, Winfield R.	Jan. 6, 1904	Sept. 10, 1912	..
Case, Charles Reuben	Jan. 20, 1907	Feb. 3, 1916	8.10
Caswell, Arthur Stephen	July 2, 1904	Feb. 13, 1914	7.43
Chamberlain, George Harvey	Sept. 18, 1906	Feb. 9, 1915	8.10
Cherry, John Jacob	June 7, 1903	Feb. 2, 1912	8.12
Clapp, Harry Livingston	Mar. 26, 1905	Feb. 4, 1913	7.09
Clark, James Pearson	Dec. 2, 1904	Sept. 2, 1914	7.92
Cline, Leon Everett	June 20, 1903	Feb. 2, 1912	7.78
Coffey, Frederick Morton	Aug. 21, 1903	Dec. 4, 1911	7.56
Coffman, David John	Feb. 2, 1903	Jan. 31, 1911	7.46
Cohen, Joseph	Aug. 20, 1902	Dec. 4, 1911	8.07
Cole, Richard Lindsay	May 2, 1905	Sept. 2, 1914	7.66
Coleman, James Overfield	Dec. 1, 1906	Feb. 2, 1915	7.37
Collins, James	Nov. 21, 1902	Jan. 31, 1911	..
Conbeer, George	Apr. 24, 1907	Sept. 15, 1915	8.31
Conner, Levi	Sept. 2, 1902	Feb. 7, 1912	7.18
Cook, Benjamin Jacob	May 8, 1903	Sept. 10, 1912	8.21
Cooper, Harvey F.	July 25, 1906	Feb. 2, 1915	7.52
Cooper, Roy M.	May 5, 1905	Sept. 2, 1914	7.54
Costello, James	Apr. 14, 1905	Sept. 9, 1913	7.60
Coston, Samuel Smith	Nov. 4, 1906	Sept. 5, 1914	7.03

HIGH SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Cox, Edwin C.	Jan. 7, 1904	Sept. 10, 1912	6.90
Craig, George	Feb. 1, 1908	Feb. 2, 1916	8.02
Craig, Samuel Wilson	July 5, 1905	Sept. 9, 1913	7.80
Crawford, William Newton	Mar. 30, 1904	Mar. 29, 1914	7.76
Cresmer, Albert Keithley	Jan. 21, 1907	Feb. 2, 1915	7.35
Crisman, Arthur R.	June 19, 1906	Sept. 3, 1914	7.29
Crosby, Charles W.	Apr. 12, 1904	Sept. 10, 1912	7.31
Croughn, Lawrence	May 5, 1904	Sept. 17, 1913	6.38
Crowe, George Holmes	Feb. 23, 1906	Sept. 2, 1914	7.65
Crownover, Charles Ash	Feb. 24, 1904	Sept. 10, 1913	8.20
Crumbach, Peter E.	Jan. 25, 1905	Sept. 9, 1913	7.20
Cusma, John	Jan. 6, 1908	Sept. 25. 1916	7.60
Dale, Paul Lester	Aug. 9, 1907	Oct. 25, 1916	7.80
D'Allesandro, Felice	Sept. 22, 1906	Sept. 2, 1914	7.86
Davies, Daniel Morgan	May 31, 1903	Dec. 4, 1911	7.75
Davies, William Richard	Sept. 2, 1908	Oct. 24, 1916	7.54
Davis, Frank Thomas	Dec. 26, 1908	Sept. 20, 1917	7.39
Davis, Harold W.	Oct. 12, 1902	Sept. 16, 1912	..
Davis, James Gerald	June 1, 1903	Feb. 1, 1912	7.63
Davis, Thomas	May 11, 1907	Oct. 25, 1916	7.56
Dawson, Lafayette William	Apr. 17, 1904	Feb. 5, 1914	7.41
Dawson, Roy	Aug. 17, 1906	Sept. 15, 1915	7.22
DeHorsey, Albert	June 26, 1906	Feb. 4, 1914	7.22
Deitz, Maurice Cerad	Feb. 6, 1908	Feb. 2, 1916	8.01
deMets, Walter W.	Dec. 23, 1904	Sept. 17, 1913	8.30
Denlinger, Earl Bertz	Aug. 8, 1906	Sept. 14, 1915	7.30
Dent, Edward Enoch	Apr. 13, 1906	Nov. 15, 1915	7.70
Dent, George Francis	Feb. 16, 1903	Feb. 2, 1912	7.52
Desiderio, Hugo	Jan. 15, 1905	Sept. 16, 1912	8.12
Devereaux, Paul	Apr. 21, 1903	Dec. 4, 1911	7.83
Devine, Daniel Joseph	Nov. 5, 1903	Feb. 1, 1912	7.22
DeVore, Robert Barrett	Sept. 3, 1906	Feb. 20, 1914	8.13
DeVore, William Harwood	Nov. 17, 1904	Feb. 20, 1914	7.76
DiFoggia, Donato	Apr. 19, 1906	Sept. 15, 1915	7.45
Dillon, Thomas Emerson	Oct. 3, 1904	Sept. 3, 1914	7.57
Dommel, Lloyd Henry	Oct. 16, 1905	Nov. 4, 1914	7.04
Dornsife, Stuart Fenner	Oct. 30, 1906	Feb. 3, 1916	7.95
Douglass, Thomas H.	Mar. 15, 1905	Mar. 13, 1913	7.35
Douglass, William Linton	Aug. 23, 1905	Feb. 4, 1914	7.20
Drake, Frank Harrison	Nov. 14, 1905	Sept. 3, 1914	8.04
Drake, Harold	Jan. 29, 1906	Oct. 21, 1913	6.89
Drake, Walter McClellan	Dec. 29, 1903	Feb. 19, 1912	8.08
Drinkhouse, Henry Bingham	June 8, 1905	Sept. 17, 1913	8.09
DuBree, Roland Edward	Feb. 18, 1906	Feb. 13, 1914	7.40
Dugan, John	July 24, 1904	Sept. 9, 1912	7.18
Dunkle, George H.	Dec. 11, 1906	Sept. 3, 1914	8.23
Dunkle, Walter Bogardus	July 14, 1903	Feb. 7, 1912	8.45
Dunkelberger, Norman Emanuel	Apr. 3, 1905	Sept. 3, 1914	7.34
Dunlap, Lewis Irwin	Dec. 30, 1906	Nov. 14, 1916	7.78
Eberhart, Ephraim Leroy	Mar. 15, 1904	Feb. 5, 1914	7.82
Echgelmeier, Harry William	Mar. 20, 1907	Oct. 24, 1916	7.02
Eckroth, Greydon Bower	Mar. 12, 1906	Feb. 3, 1916	8.16
Edden, Stanley Kerwin	May 21, 1905	Nov. 4, 1914	7.35
Edelman, John Richard	May 22, 1905	Feb. 5, 1913	7.34
Edgar, Charles Fowler	Sept. 13, 1902	Dec. 4, 1911	7.77

HIGH SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Edwards, Francis R.	Aug. 13, 1905	Feb. 13, 1913	8.51
Eiceman, Cyrus	June 29, 1906	Feb. 4, 1914	7.15
Eisenhardt, Richard Joseph	Aug. 16, 1903	Dec. 5, 1911	6.94
Eisenhardt, Robert Daniel	Aug. 16, 1903	Dec. 5, 1911	..
Elisio, Albert	Nov. 17, 1903	Dec. 4, 1911	7.68
Ellis, Robert Thomas	July 20, 1905	Feb. 5, 1913	7.27
Emery, James Gibbs	Jan. 5, 1907	Sept. 15, 1915	7.71
Endress, Eugene	Apr. 20, 1906	Feb. 2, 1915	7.48
Engle, Harry Horlacher	Oct. 29, 1903	Dec. 5, 1911	7.65
Epp, Jesse Lee	Jan. 18, 1906	Sept. 2, 1914	6.83
Epstein, Louis	June 4, 1903	Feb. 4, 1913	8.14
Ernst, Ferdinand C.	Feb. 1, 1906	Sept. 14, 1915	7.35
Esterline, John M.	Oct. 4, 1904	Sept. 9, 1912	7.08
Eufer, Albert Hopkins	July 4, 1905	Feb. 5, 1913	7.80
Evans, Walter Washington	Jan. 22, 1903	Jan. 31, 1911	7.60
Fanz, Henry H.	Nov. 19, 1904	Sept. 16, 1912	8.89
Farrel, Henry Eugene	Mar. 28, 1907	Nov. 4, 1914	7.40
Faust, William Boyer	June 28, 1906	Feb. 2, 1915	7.41
Fee, Leo	Dec. 27, 1903	Sept. 9, 1913	..
Fenton, Arthur	Sept. 20, 1907	Sept. 22, 1915	8.03
Ferry, Harold McCamish	Nov. 7, 1904	Sept. 9, 1913	7.39
Fertig, Raymond	Oct. 15, 1906	Sept. 2, 1915	7.02
Fetter, Rufus M. J.	Feb. 9, 1904	Sept. 10, 1912	7.65
Fetter, William Francis Arthur	May 13, 1906	Feb. 5, 1914	7.29
Fick, Henry Hawk	June 22, 1907	Feb. 9, 1915	7.53
Fine, Harry	Sept. 15, 1903	Dec. 4, 1911	8.89
Fink, Arthur Emil	Jan. 20, 1903	Sept. 9, 1912	8.47
Fink, Frederick Adam	Mar. 22, 1904	Sept. 9, 1912	8.05
Fisher, Elwood John	Oct. 12, 1904	Sept. 2, 1914	6.85
Fisher, Harris Augustus	Sept. 11, 1904	Feb. 5, 1913	7.59
Fisher, Morris David	Jan. 28, 1908	Sept. 20, 1917	7.55
Fleisher, Leopold	Mar. 22, 1906	Feb. 4, 1914	7.33
Fleming, Robert John	Nov. 8, 1904	Nov. 4, 1914	..
Fletcher, Robert F.	Oct. 11, 1904	Sept. 18, 1912	7.31
Fletcher, Roy C.	Aug. 21, 1903	Sept. 18, 1912	7.79
Flynn, John M.	May 29, 1907	Feb. 2, 1916	8.32
Foster, Harold Angus	Aug. 5, 1905	Sept. 9, 1913	7.65
Fox, Frank Bernard	Oct. 22, 1902	Feb. 2, 1912	7.88
Fox, John Donald	April 28, 1905	Sept. 9, 1913	7.70
Franck, Alvin H.	Jan. 17, 1903	Sept. 9, 1912	7.83
Frank, William Frederick	Sept. 5, 1902	Sept. 15, 1910	8.22
Frazier, Clayton Bateman	Mar. 5, 1908	Oct. 24, 1916	7.78
Freda, Joseph Ernest	July 11, 1907	Oct. 25, 1916	7.80
Freeman, Joseph George	June 22, 1903	Dec. 4, 1911	6.85
Fritz, Arthur J.	Dec. 28, 1906	Sept. 22, 1915	8.30
Frommer, Francis	Nov. 11, 1904	Feb. 4, 1913	7.69
Frutiger, Nelson	Jan. 23, 1903	Dec. 5, 1911	7.17
Frutiger, Wilbert	Jan. 4, 1904	Sept. 10, 1912	6.96
Fulton, David Thompson	Dec. 13, 1905	Nov. 15, 1915	7.65
Gallagher, James	Jan. 11, 1906	Feb. 2, 1915	7.51
Gally, John William	Feb. 28, 1906	Sept. 2, 1914	7.53
Gamble, Robert Rehrer	May 1, 1902	Feb. 1, 1912	7.65
Gardner, Clair Clarence	Feb. 1, 1904	Feb. 1, 1912	7.21
Garrod, Albert Edward	Aug. 7, 1902	Feb. 1, 1911	..
Gauer, William	Mar. 24, 1905	Sept. 9, 1913	8.62

HIGH SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Gavitte, Frederick H.	June 7, 1903	Sept. 10, 1912	7.62
Gaynor, James Edward	Dec. 8, 1902	Jan. 31, 1911	7.60
Geddes, Charles Clifford	Sept. 5, 1905	Sept. 10, 1913	7.22
Gehringer, Ernest Franklin	Sept. 29, 1906	Feb. 13, 1914	7.30
Gehringer, Harry Wenkenback	Sept. 5, 1903	Feb. 1, 1912	7.81
Geibel, William Frederick	Dec. 22, 1903	Dec. 4, 1911	7.47
George, Edward	Dec. 28, 1906	Oct. 24, 1916	7.61
Gerhart, LeRoy S.	Apr. 13, 1905	Feb. 4, 1913	7.59
Geuther, Charles Walter	Oct. 28, 1905	Sept. 9, 1913	7.57
Gibson, Campbell	Aug. 23, 1906	Feb. 2, 1915	7.16
Gilboy, Joseph Patrick	Apr. 19, 1907	Oct. 24, 1916	7.47
Giles, Lynnford Sinclair	May 2, 1904	Feb. 7, 1912	6.97
Gilham, Neil Herbert	Sept. 19, 1903	Dec. 5, 1911	7.83
Gillespie, Alexander L.	Dec. 26, 1903	Feb. 4, 1913	7.48
Gillespie, William E.	Feb. 12, 1903	Feb. 4, 1913	7.13
Goebert, Robert	Sept. 30, 1904	Sept. 3, 1914	8.15
Gold, William	July 22, 1906	Sept. 2, 1914	6.85
Golmitz, Andrew	Mar. 12, 1907	Sept. 14, 1915	7.66
Gormley, George Scott	Oct. 24, 1908	Feb. 5, 1918	7.60
Graf, Julius Frank	Feb. 20, 1902	Jan. 28, 1910	..
Graham, John Spangler	Apr. 25, 1907	Feb. 2, 1915	7.65
Grass, John Milton	Apr. 14, 1903	Feb. 17, 1911	8.05
Gratz, Earl	Dec. 10, 1905	Sept. 9, 1912	7.62
Gray, William Howard	Apr. 13, 1907	Feb. 2, 1916	8.18
Green, Henry Francis	Jan. 8, 1902	Sept. 8, 1910	..
Greenhalgh, Elwood James	Nov. 6, 1906	Mar. 9, 1916	7.15
Greenwood, George	Nov. 19, 1905	Sept. 2, 1914	7.75
Griffin, Earl Frank	Feb. 28, 1906	Sept. 17, 1913	7.31
Griffin, Leonard	Mar. 16, 1906	Feb. 13, 1914	7.42
Griffith, John Bain	Apr. 7, 1904	Sept. 10, 1912	8.02
Grix, John George	Sept. 23, 1903	Oct. 23, 1912	7.35
Grob, Charles F.	July 13, 1904	Sept. 9, 1912	7.11
Gross, Alfred A.	Mar. 16, 1905	Sept. 3, 1914	8.09
Gross, Charles J.	Apr. 3, 1903	Feb. 4, 1913	8.08
Gross, Frank A.	May 23, 1908	Sept. 15, 1915	7.78
Gross, Howard Charles	Dec. 15, 1906	Sept. 2, 1914	7.63
Grosser, Irwin Blakeslee	July 6, 1903	Feb. 5, 1913	7.11
Grosser, John Churchill	July 6, 1905	Feb. 5, 1913	7.86
Guernsey, Paul Dickson	Aug. 27, 1905	Feb. 2, 1915	7.50
Gulliford, William Edwin	Nov. 4, 1906	Sept. 14, 1915	8.33
Gustafson, Gustave Adolph	Apr. 12, 1905	Sept. 2, 1914	7.70
Gustafson, Julius Edward	Apr. 12, 1905	Sept. 2, 1914	7.46
Haas, Frank Ellis	Nov. 30, 1905	Feb. 13, 1914	7.31
Haas, Ralph	Jan. 31, 1904	Feb. 13, 1913	7.81
Haggerty, John	Sept. 20, 1903	Feb. 7, 1912	7.43
Hall, Edward W.	Apr. 23, 1903	Sept. 10, 1912	7.53
Hallowell, Jacob Strahley	July 3, 1906	Sept. 2, 1914	7.44
Hanley, Norman	June 28, 1902	Sept. 8, 1910	..
Hannum, Joseph McAuslen	Jan. 25, 1908	Feb. 6, 1917	7.50
Harman, Francis Fullerton	Dec. 6, 1902	Feb. 1, 1912	7.91
Harnish, Abram S.	June 3, 1906	Feb. 2, 1915	7.76
Harris, Harold Douglass	Nov. 26, 1904	Sept. 2, 1914	7.77
Hart, Donald Aaron	Jan. 12, 1906	Sept. 3, 1914	7.60
Hart, Richard Earle	Apr. 14, 1904	Feb. 20, 1914	6.96
Hauck, John Vernon	Mar. 20, 1903	Jan. 31, 1911	7.06

HIGH SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Hawkins, John Frederick	Jan. 19, 1904	Feb. 4, 1913	8.11
Haws, Harry Edward	June 15, 1904	Feb. 13, 1914	8.60
Hawthorne, Earl A.	May 17, 1904	Sept. 9, 1913	6.96
Healis, Francis Bernard	Aug. 14, 1904	Dec. 4, 1911	7.37
Healis, George Albert	June 3, 1906	Sept. 2, 1914	7.23
Henricks, Daniel Paul	Nov. 14, 1905	Sept. 10, 1913	7.35
Henrie, David Francis	Apr. 29, 1905	Sept. 10, 1913	7.21
Henrie, Edwin Hunterson	June 11, 1903	Dec. 5, 1911	7.17
Hepner, George Washington	June 1, 1903	Feb. 2, 1912	7.58
Herrman, John William	July 2, 1902	Feb. 1, 1912	..
Hertzfeld, Joseph	Feb. 23, 1903	Feb. 4, 1913	9.01
Hess, Ellwood Eby	May 23, 1903	Dec. 5, 1911	7.79
Hetherington, George F.	Oct. 16, 1906	Sept. 8, 1914	7.71
High, Benneville A.	Dec. 26, 1905	Sept. 17, 1913	6.91
Hilbert, James Joseph	Jan. 10, 1903	Mar. 21, 1911	6.66
Hilend, George Washington	Feb. 22, 1905	Feb. 9, 1915	7.56
Hobson, Percy Carson	June 10, 1902	Feb. 1, 1912	8.40
Holt, Edwin Paul	Oct. 8, 1906	Feb. 2, 1916	7.60
Holt, Joseph William	Mar. 12, 1904	Dec. 4, 1911	7.85
Horowitz, Benjamin	Feb. 7, 1906	Nov. 25, 1913	8.31
House, Douglass B.	Sept. 19, 1903	Dec. 5, 1911	7.17
Huddlestone, George Truitt	Mar. 12, 1903	Dec. 4, 1911	7.86
Hudson, Clifford David	Apr. 12, 1906	Sept. 2, 1914	7.77
Hudson, John	May 24, 1904	Feb. 4, 1913	7.53
Hudson, William Moore	Apr. 5, 1907	Feb. 2, 1915	7.31
Hughes, Charles David	July 15, 1906	Feb. 4, 1914	7.50
Hughes, Roy Wilbert	Jan. 20, 1906	Nov. 15, 1915	7.56
Hughes, Wilbert Joseph	Sept. 29, 1906	Sept. 15, 1915	7.95
Hughes, William Ellsworth	Feb. 25, 1904	Feb. 19, 1912	7.42
Hunsperger, William	Dec. 22, 1907	Feb. 2, 1916	7.59
Hunter, Alexander	July 17, 1903	Feb. 5, 1913	7.89
Hurst, Joseph Wilson	Nov. 13, 1906	Sept. 3, 1914	7.60
Hutchinson, Joseph Monier	Dec. 4, 1906	Sept. 15, 1915	7.64
Irwin, William Howard	Dec. 26, 1904	Feb. 5, 1914	6.96
Jacobs, Edward William	July 26, 1908	Feb. 15, 1917	7.95
Jacobs, Morrell	Oct. 23, 1905	Sept. 9, 1913	7.85
Jacovino, Ralph	July 13, 1906	Feb. 20, 1914	7.27
Janney, Melvin Charles	Feb. 21, 1906	Sept. 17, 1913	7.30
Johnson, Clinton John	Apr. 6, 1907	Feb. 9, 1915	7.51
Jones, Joseph John	June 10, 1905	Sept. 17, 1913	8.55
Jones, Norman	Jan. 20, 1903	Sept. 10, 1912	7.85
Jones, Owen R.	Jan. 1, 1904	Sept. 10, 1912	7.66
Jones, Theodore	Feb. 22, 1906	Sept. 15, 1915	7.83
Jones, William Biddle	Mar. 3, 1903	Jan. 31, 1911	8.58
Jones, William R.	Jan. 6, 1903	Sept. 10, 1912	7.68
Jones, Wilson Irving	Mar. 14, 1905	Feb. 20, 1914	8.25
Kachel, George Marlin	Nov. 21, 1904	Feb. 5, 1913	8.10
Kachele, Louis Georger	May 7, 1906	Feb. 4, 1914	7.65
Kachele, Walter George	Mar. 22, 1904	Feb. 4, 1914	8.25
Kane, Alfred Maynard	May 16, 1906	Feb. 2, 1915	7.35
Kavanagh, James	June 15, 1904	Sept. 8, 1910	7.50
Keck, Lawrence Pursel	Mar. 9, 1906	Sept. 17, 1913	7.50
Keen, Daniel Franklin	Feb. 21, 1904	Feb. 2, 1912	7.43
Keifer, Howard Pennypacker	May 24, 1903	Feb. 5, 1913	8.13

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Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Keil, Milton Wallace	May 19, 1906	Sept. 2, 1914	7.73
Keiser, Andrew J.	Jan. 24, 1904	Sept. 16, 1912	6.92
Kelley, Clyde Croft	Oct. 18, 1907	Sept. 15, 1915	8.00
Kelley, Joseph	July 3, 1905	Feb. 4, 1913	7.06
Kelley, Thomas H.	Feb. 3, 1904	Feb. 2, 1914	7.36
Kennedy, John	Aug. 12, 1906	Feb. 2, 1915	7.89
Kerler, John Julius William	Feb. 14, 1907	Sept. 22, 1915	7.46
Kerr, Nathaniel	Dec. 29, 1904	Feb. 4, 1913	7.08
Kerrigan, Edward	Mar. 4, 1906	Sept. 9, 1912	..
Kesten, Samuel Daniel	Nov. 16, 1903	Feb. 4, 1913	7.87
Kiester, Robert Edward Schell	Jan. 22, 1907	Sept. 2, 1914	7.78
Kirkpatrick, George Henry	July 30, 1905	Feb. 2, 1915	7.36
Kleckner, John Robert	Oct. 22, 1903	Feb. 5, 1913	8.05
Klein, Samuel	July 7, 1906	Feb. 4, 1913	6.95
Klodowsky, Eugene	Feb. 14, 1902	Feb. 1, 1912	..
Klotz, Arlington Wilbur	Sept. 15, 1902	Sept. 8, 1910	..
Kluzitt, John Peter	May 14, 1906	Feb. 2, 1915	8.01
Knighton, Leonard Trenary	May 19, 1905	Feb. 5, 1913	7.68
Knorr, Albert Elkin	Apr. 1, 1905	Feb. 4, 1914	7.10
Kolb, Dyer H.	Sept. 16, 1904	Sept. 16, 1912	8.02
Kraemer, George Philip	Apr. 6, 1905	Feb. 4, 1913	8.52
Kramer, Samuel Bean	Oct. 14, 1903	Sept. 10, 1912	7.50
Kuss, Edwin	Nov. 1, 1904	Feb. 4, 1913	7.40
Kusterer, Edward Theodore	Mar. 28, 1904	Feb. 4, 1913	7.85
Lacey, Paul Joseph	Oct. 27, 1906	Oct. 24, 1916	7.55
Lachenmaier, Earl Samuel	Apr. 26, 1903	Feb. 14, 1911	7.75
Lafferty, Chalmer Eugene	July 2, 1903	Feb. 19, 1912	7.23
Lambiese, Carlo Luigi	Dec. 21, 1906	Feb. 2, 1916	7.25
Lane, Kenneth S.	June 21, 1904	Sept. 9, 1912	7.58
Lathlaen, Chester R.	Aug. 13, 1904	Sept. 9, 1912	7.22
Laub, Elmer Russell	Jan. 15, 1904	Feb. 1, 1912	7.93
Lazarus, Earl	Sept. 27, 1905	Feb. 13, 1914	7.48
Lechleitner, John	Jan. 21, 1906	Sept. 3, 1914	7.95
Lefcowitz, Arthur Lewis	Feb. 27, 1907	Sept. 3, 1914	7.01
Lefcowitz, Sylvan	June 7, 1905	Feb. 5, 1914	7.60
Leibig, John Frederick	July 2, 1903	Feb. 2, 1912	8.50
Leitch, Elmer R.	Apr. 7, 1904	Feb. 4, 1913	7.56
Lengel, Carl C.	Dec. 16, 1904	Sept. 9, 1912	8.23
Lennox, Edward	Nov. 5, 1905	Feb. 2, 1915	7.54
Lentz, Frank	Dec. 2, 1903	Feb. 4, 1913	7.41
Levy, Martin	May 12, 1907	Feb. 6, 1917	7.46
Lewis, Charles David	Dec. 13, 1906	Sept. 15, 1915	7.43
Lewis, Forest Ray	Mar. 15, 1906	Sept. 15, 1915	7.57
Lewis, John Engle	Oct. 29, 1906	Sept. 3, 1914	7.43
Lewis, Paul Woods	Jan. 31, 1904	Feb. 2, 1912	7.78
Lingsch, Theodore William	Mar. 24, 1907	Oct. 24, 1916	8.00
Linker, Carl William	Feb. 26, 1904	Feb. 5, 1913	7.45
Linker, Robert Henry	July 11, 1906	Feb. 5, 1914	7.15
Linton, James	Dec. 13, 1907	Sept. 14, 1915	7.33
Little, Arthur William	Apr. 10, 1906	Nov. 15, 1915	7.37
London, Cleone Carl	Sept. 18, 1906	Feb. 13, 1914	7.87
Lord, Charles H.	June 4, 1904	Sept. 9, 1912	7.00
Lotwick, Edward George	Jan. 27, 1906	Sept. 15, 1915	7.99
Lowe, John Elwood	Nov. 20, 1904	Sept. 10, 1913	8.02
Lowe, Roy Edges	Sept. 27, 1906	Sept. 3, 1914	7.19
Luder, Arnold Andrew	Sept. 25, 1908	Oct. 24, 1916	8.38

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Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Lutton, William Henry	Aug. 1, 1903	Sept. 10, 1912	7.69
Lutz, Charles George	May 6, 1902	Jan. 31, 1911	7.90
McAllister, William	Dec. 14, 1903	Sept. 9, 1912	7.10
McAvoy, Leo Claud	Mar. 25, 1905	Sept. 3, 1914	7.50
McBrerty, Charles	Nov. 29, 1906	Sept. 22, 1915	7.70
McCabe, Charles S.	Nov. 3, 1903	Sept. 10, 1912	7.23
McCauley, Luther John Franklin	June 10, 1903	Dec. 5, 1911	7.21
McClain, Russell	May 10, 1906	Feb. 4, 1914	7.20
McCloskey, Joseph Edwin	Jan. 27, 1906	Feb. 2, 1915	7.15
McCullen, John	Apr. 23, 1905	Sept. 9, 1913	7.18
McCullen, William	Jan. 28, 1904	Sept. 9, 1913	7.04
McDaniels, Rowland A.	Dec. 10, 1907	Sept. 20, 1917	7.43
McDevitt, Karl F.	Sept. 15, 1904	Sept. 2, 1914	8.41
McElroy, John James	Nov. 14, 1906	Feb. 2, 1916	7.88
McElwee, Charles W.	Jan. 23, 1904	Sept. 10, 1912	7.41
McGettigan, Edward James	Oct. 11, 1902	Jan. 31, 1911	6.85
McKale, James Matthews	Nov. 28, 1902	Feb. 17, 1911	7.76
McKellip, Dalton Byron	Aug. 29, 1904	Sept. 10, 1912	8.08
McKelvy, John Fulton	Nov. 17, 1905	Sept. 10, 1913	7.23
McKeown, Harry	Feb. 9, 1907	Sept. 14, 1915	7.54
McKeown, Joseph	Mar. 29, 1905	Feb. 4, 1913	7.26
McNally, Edward Elmer	Oct. 5, 1903	Dec. 4, 1911	7.87
McNeill, William Kennedy	Aug. 3, 1903	Feb. 15, 1912	7.23
Mabrey, George Roosevelt	Oct. 14, 1906	Oct. 12, 1916	7.80
MacDonald, William L.	Apr. 25, 1903	Sept. 10, 1912	7.76
MacFarland, David	June 19, 1906	Sept. 2, 1914	6.66
MacNeal, Samuel	Jan. 31, 1903	Mar. 21, 1911	7.75
MacWilliams, John Fassett	Feb. 11, 1906	Jan. 5, 1914	7.12
Magargal, George Henry	Jan. 28, 1904	Sept. 9, 1913	6.94
Mahaffey, Charles Homer	Nov. 19, 1906	Feb. 2, 1915	7.36
Maillardet, Charles L.	June 22, 1904	Feb. 13, 1913	8.40
Maillardet, Walter	Dec. 22, 1906	Sept. 5, 1914	7.60
Makin, William Chas.	May 6, 1904	Sept. 10, 1912	8.55
Malony, George Howard	Nov. 25, 1906	Sept. 2, 1914	7.77
Malony, James Lovette	Nov. 12, 1906	Sept. 2, 1914	7.86
Malony, Robert E.	Feb. 23, 1904	Feb. 4, 1913	9.30
Maves, George William	Oct. 26, 1907	Sept. 14, 1915	7.79
Maxwell, George Andrew	Dec. 23, 1903	Feb. 1, 1912	6.89
Mayall, Elmer Russell	Nov. 3, 1904	Sept. 2, 1914	7.81
Mayall, Walter James	June 27, 1906	Sept. 2, 1914	7.45
Megahan, Charles W.	May 6, 1906	Feb. 2, 1914	7.12
Meikrantz, George Franklin	Dec. 10, 1906	Sept. 15, 1915	8.10
Mendenhall, Warren	Feb. 22, 1903	Dec. 5, 1911	7.84
Mennig, George H.	Nov. 11, 1906	Sept. 15, 1915	7.76
Mennig, Raymond J.	June 26, 1903	Sept. 10, 1912	8.26
Merkel, Frederick James	Oct. 23, 1903	Feb. 15, 1912	7.35
Merrill, William Whitfield	Aug. 31, 1903	Sept. 10, 1912	8.01
Miller, David Gammill	Mar. 13, 1903	Sept. 10, 1912	7.65
Miller, Edward	Dec. 10, 1903	Sept. 10, 1912	7.14
Miller, Lester George	Oct. 28, 1906	Sept. 3, 1914	7.17
Miller, Martin Stanley	Dec. 23, 1903	Feb. 2, 1912	6.25
Miller, Raymond S.	Jan. 6, 1903	Sept. 9, 1912	8.02
Miller, Robert Curtis	Mar. 8, 1905	Feb. 5, 1914	..
Miller, William Henderson	June 21, 1903	Dec. 5, 1911	7.46
Mills, Richard Philip	Sept. 25, 1902	Feb. 1, 1911	8.26
Minnigh, Harvey Albert	Jan. 8, 1907	Sept. 14, 1915	7.52

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Mitchell, Sterling	Mar. 12, 1904	Feb. 1, 1912	7.81
Moleski, Vincent	July 19, 1907	Sept. 15, 1915	7.77
Monahan, Nicholas James	Nov. 10, 1906	Oct. 25, 1916	7.66
Montgomery, David Hamilton	May 27, 1906	Feb. 4, 1914	7.70
Moore, Francis Kennard	Aug. 18, 1906	Sept. 15, 1915	6.95
Moore, Harry Edmund	Nov. 9, 1905	Sept. 9, 1913	7.00
Moore, Norman S.	Nov. 5, 1904	Feb. 4, 1913	7.25
Moore, Raymond Le Roy	Dec. 29, 1906	Sept. 3, 1914	7.31
Morgan, Russell Palmer	July 26, 1903	Feb. 5, 1913	7.62
Morris, Howard Earl	Jan. 23, 1905	Feb. 4, 1913	6.58
Morris, Wilbur Scatchard	May 31, 1907	Feb. 2, 1915	7.20
Morrison, Robert William	Apr. 20, 1907	Feb. 3, 1916	8.20
Mortimer, John William	Dec. 22, 1904	Sept. 9, 1912	7.42
Moury, Nelson Frederick	Feb. 26, 1907	Oct. 24, 1916	7.45
Mullen, William Galloway	Feb. 24, 1904	Sept. 9, 1913	7.32
Muller, George Washington	Aug. 26, 1907	Sept. 14, 1915	7.24
Munyan, John Henry	Aug. 19, 1903	Feb. 1, 1912	8.11
Munzenmeyer, Ernest Gottlieb	Dec. 2, 1903	Dec. 4, 1911	7.97
Murphy, Frank Morgan	July 3, 1903	Dec. 4, 1911	7.84
Murray, Joseph F.	Feb. 18, 1903	Sept. 16, 1912	8.70
Murray, Lawrence	May 26, 1907	Mar. 4, 1915	7.30
Myers, William Clare	Apr. 29, 1903	Feb. 17, 1911	7.56
Neely, John W.	Jan. 6, 1904	Feb. 1, 1912	7.71
Neely, Martin Laird	July 3, 1906	June 23, 1916	7.87
Neidfeld, Gilbert	Jan. 21, 1904	Feb. 1, 1912	7.45
Neil, William Francis	Jan. 12, 1906	Sept. 22, 1915	7.66
Neiman, Walter Harrison	Aug. 21, 1904	Sept. 9, 1913	8.15
Neville, Clarence Haines	Apr. 24, 1902	Sept. 8, 1910	..
New, Robert	Dec. 1, 1904	Sept. 9, 1912	8.17
Nichols, Ray Leon	Apr. 16, 1904	Sept. 10, 1912	7.74
Nichols, Wallace Atterbury	Sept. 27, 1905	Sept. 9, 1913	8.78
Nichols, William	Apr. 9, 1902	Feb. 1, 1911	8.61
Nixdorf, Ralph Ashton	May 25, 1906	Feb. 5, 1914	8.44
Noble, Henry Clifford	Aug. 16, 1904	Feb. 4, 1914	7.64
Noeppel, Henry	Nov. 11, 1906	Feb. 4, 1913	7.08
Noll, Calvin Peter	Feb. 1, 1903	Sept. 10, 1912	6.96
Noll, Warren Lester	Mar. 4, 1905	Feb. 5, 1914	7.51
Nonemaker, George	June 24, 1905	Feb. 9, 1915	7.80
North, Walter W.	July 3, 1905	Sept. 9, 1913	7.05
Nuss, Milton R.	July 18, 1904	Sept. 10, 1912	7.90
O'Donnell, Cornelius	Jan. 7, 1904	Feb. 2, 1912	8.13
O'Donnell, William	Jan. 5, 1906	Sept. 9, 1913	8.46
Oeken, Robert G.	Feb. 13, 1904	Sept. 10, 1912	7.49
Ogden, James Henry	Dec. 4, 1902	Dec. 4, 1911	8.90
Orfe, Robert A.	July 1, 1903	Feb. 4, 1913	..
Park, Elby Franklin	Mar. 28, 1904	Feb. 7, 1912	..
Paul, Charles Alvin	May 9, 1906	Feb. 4, 1914	7.68
Pealer, Russell Robert	Feb. 14, 1907	Sept. 15, 1915	7.83
Pealer, Samuel Edward	Feb. 10, 1903	Feb. 5, 1913	7.45
Pearce, Albert C. V.	Sept. 11, 1907	Nov. 26, 1915	7.68
Pedley, George Gill	Apr. 7, 1906	Feb. 4, 1914	8.16
Perotti, Alfonso	Jan. 1, 1907	Feb. 2, 1916	7.35
Phipps, John L.	Feb. 14, 1907	Sept. 5, 1914	7.34

HIGH SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Pierce, John Elmer	Sept. 3, 1902	Sept. 8, 1910	7.80
Pifer, Charles Alfred	Jan. 30, 1904	Feb. 2, 1912	7.64
Pifer, Clair Benjamin	Dec. 21, 1906	Sept. 3, 1914	7.19
Pitts, Joseph	May 6, 1904	Feb. 7, 1912	7.94
Plantieri, Joseph	Oct. 18, 1906	Sept. 2, 1914	7.35
Polen, Henry B.	June 22, 1904	Sept. 9, 1913	7.01
Poulterer, William Raymond	Feb. 28, 1903	Dec. 4, 1911	7.86
Powell, Clarence	Nov. 20, 1903	Feb. 2, 1912	6.97
Powell, Seybert Fenimore	Mar. 3, 1902	Sept. 8, 1910	7.37
Pressler, Eugene C.	Jan. 29, 1905	Sept. 9, 1913	7.62
Preston, Malcolm Greenhough	Dec. 29, 1905	Sept. 9, 1913	8.51
Price, Charles William	Mar. 13, 1907	Feb. 10, 1916	7.39
Price, George Frederick	June 13, 1903	Feb. 4, 1913	6.70
Price, Merrill Alvin	Aug. 8, 1906	Sept. 8, 1914	7.34
Prizer, Edwin Forrest	June 19, 1906	Feb. 4, 1914	7.60
Pyle, Walter Russell	Sept. 12, 1905	Sept. 9, 1913	7.60
Pyott, James T.	May 6, 1907	Sept. 15, 1915	7.74
Pyott, John D.	May 6, 1907	Sept. 15, 1915	7.23
Pywell, Edward	Dec. 14, 1906	Sept. 2, 1914	7.52
Ramer, William W.	Oct. 22, 1904	Sept. 10, 1912	7.55
Raver, Herbert Paul	June 27, 1905	Feb. 5, 1913	7.70
Rebola, Paul Andrew	May 5, 1906	Feb. 4, 1914	7.35
Regeczy, Charles Joseph	Mar. 28, 1903	Feb. 1, 1911	7.94
Rhoades, Edwin	May 29, 1902	Feb. 1, 1911	7.80
Rice, Arthur Donald	Mar. 25, 1903	Feb. 5, 1913	8.05
Richards, Richard E.	May 2, 1903	Feb. 5, 1913	7.81
Richardson, Mark E.	Oct. 17, 1905	Sept. 17, 1913	7.88
Richter, Charles William	Oct. 16, 1902	Sept. 16, 1910	7.75
Ring, John Vogle	Nov. 20, 1905	Sept. 10, 1913	7.32
Ritter, William Ernest	Oct. 31, 1907	Feb. 3, 1916	7.75
River, Upton Bruce	July 3, 1902	Feb. 2, 1912	..
Roberts, George Barclay	Dec. 24, 1902	Dec. 4, 1911	7.54
Robinson, Edward L.	May 22, 1905	Sept. 9, 1913	7.59
Robinson, Harold	July 3, 1903	Dec. 4, 1911	8.55
Robinson, James Charlton	Jan. 9, 1907	Oct. 25, 1916	7.33
Robinson, Jesse F.	Nov. 7, 1904	Sept. 9, 1913	8.43
Robinson, Joseph	May 18, 1904	Sept. 9, 1913	6.88
Robinson, Nelson Edward	Dec. 29, 1905	Sept. 9, 1913	7.56
Rode, Daniel	Mar. 6, 1907	Feb. 2, 1915	7.47
Rodrock, Francis Sheerer	Oct. 29, 1904	Sept. 9, 1912	7.42
Rohrbach, Edward Vincent	Sept. 8, 1906	Feb. 2, 1915	..
Romeo, Salvator	Sept. 14, 1905	Oct. 10, 1913	7.74
Rosenblitt, Louis Jacob	Mar. 7, 1903	Sept. 8, 1910	7.50
Rosseau, Leon Rex	Dec. 4, 1906	Nov. 5, 1914	7.03
Rossi, Ottelloe Alfred	Aug. 18, 1902	Feb. 1, 1911	7.75
Rothman, Frank	Feb. 20, 1907	Feb. 2, 1914	7.30
Rowland, William R.	Sept. 25, 1903	Sept. 9, 1912	8.75
Ruelius, Louis Franz	Aug. 15, 1906	Feb. 13, 1914	7.27
Russell, John L.	Dec. 18, 1902	Sept. 9, 1912	7.92
Russell, William J.	May 19, 1904	Sept. 9, 1912	7.96
Ruth, Robert James	Sept. 24, 1906	Sept. 13, 1916	7.50
Saddington, William George	Dec. 9, 1905	Sept. 2, 1914	7.19
Salter, Charles Wesley	July 9, 1906	Feb. 2, 1915	7.50
Sasse, Charles Edward	Sept. 28, 1907	Feb. 7, 1917	7.71
Sayers, Sylvan Alexander	Nov. 18, 1905	Nov. 25, 1913	7.35

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Name	Date of Birth	Date of Admission	Scholarship Average
Sayre, William Henry	Mar. 23, 1905	Feb. 5, 1914	8.51
Schad, Harry Gordon	Sept. 18, 1903	Feb. 1, 1912	8.80
Schaefer, Charles	Oct. 16, 1902	Dec. 4, 1911	8.83
Schaffer. William Gassner	Aug. 22, 1906	Sept. 22, 1915	7.57
Schaffner, Charles W.	Feb. 23, 1904	Sept. 9, 1912	7.24
Schall, Ethelbert	Aug. 24, 1906	Sept. 15, 1915	7.60
Schiavo, Luigi	Feb. 5, 1907	Feb. 2, 1915	7.40
Schill, Herman John Henry	Dec. 21, 1907	Sept. 6, 1917	7.47
Schissler, William	Apr. 17, 1907	Oct. 24, 1916	7.87
Schmidheiser, Albert	Oct. 6, 1904	Sept. 9, 1912	7.46
Schnell, Daniel Webster	Mar. 17, 1904	Feb. 1, 1912	6.36
Schuebel, Karl E.	Apr. 22, 1905	Feb. 2, 1914	7.66
Schueler, Ralph Raymond	Dec. 19, 1905	Feb. 2, 1915	7.20
Schwab, Thomas T.	Feb. 29, 1904	Sept. 10, 1013	6.95
Schwamb, Howard Kennedy	Jan. 6, 1907	Feb. 2, 1915	8.36
Scott, William Harvey	Jan. 8, 1907	Oct. 25, 1916	7.64
Sealfon, Sidney	Aug. 18, 1904	Aug. 17, 1914	6.58
Seif, Charles Lyle	Sept. 22, 1903	Feb. 5, 1913	7.16
Semple, Joshua Samuel	Jan. 11, 1905	Sept. 9, 1913	7.78
Severns, Sterling	Oct. 13, 1904	Sept. 10, 1912	7.30
Shane, Harry, Jr.	Apr. 8, 1905	Mar. 4, 1915	7.15
Shaner, Lisle Edward	May 27, 1904	Feb. 13, 1913	6.97
Sheets, John Collins Stevens	Mar. 27, 1906	Feb. 5, 1914	7.20
Shenton, William Liggett	Feb. 10, 1904	Feb. 7, 1912	8.22
Sherman, Albert Eugene	May 28, 1904	Feb. 15, 1912	7.49
Shore, Morris	Oct. 2, 1903	Sept. 9, 1913	8.02
Shore, Samuel	Oct. 18, 1905	Sept. 9, 1913	7.14
Shugg, Robert	Nov. 21, 1906	Sept. 15, 1915	7.29
Shull, Raymond Clarence	Aug. 29, 1904	Oct. 10, 1913	7.45
Sigel, Abraham	Oct. 22, 1904	Jan. 31, 1911	7.42
Simcox, Walter Stanton	Mar. 13, 1904	Feb. 4, 1913	6.82
Simmons, Frederick William	Feb. 17, 1903	Feb. 15, 1912	7.81
Simmons, Harold George	Jan. 10, 1906	Sept. 17, 1913	7.33
Sinibaldi, Joseph	July 23, 1903	Dec. 4, 1911	7.55
Smith, Charles Stephens	Feb. 3, 1908	Feb. 3, 1916	8.57
Smith, Elwood Charles	Feb. 28, 1903	Sept. 9, 1912	6.85
Smith, Frank Leslie	Nov. 17, 1904	Sept. 10, 1913	7.29
Smith, Harold Kendal	June 27, 1906	Feb. 5, 1914	7.46
Smith, James Francis	May 18, 1906	Feb. 2, 1916	7.50
Snyder, George Morgan	Apr. 18, 1908	Feb. 3, 1915	7.85
Sommers, Lawrence	May 7, 1907	Feb. 2, 1915	8.27
Sommers, Norman	June 29, 1905	Feb. 5, 1914	6.80
Soren, George Joseph	Feb. 22, 1905	Sept. 2, 1914	7.80
Sparks, William Lindeman	Feb. 15, 1905	Nov. 5, 1914	7.16
Specht, Arthur Raymond	June 24, 1902	Sept. 8, 1910	8.08
Spector, Israel	May 2, 1906	Feb. 13, 1914	7.85
Stafford, Myron Augustus	Aug. 27, 1905	Sept. 10, 1913	8.01
Stanshine, Louis	Nov. 21, 1907	Sept. 14, 1915	8.00
Staples, Charles Wesley	May 11, 1903	Feb. 2, 1912	7.57
Stark, Harry Theodore	Apr. 8, 1902	Sept. 8, 1910	8.24
Starr, Chester Blaine	Sept. 25, 1906	Sept. 3, 1914	7.50
Steiner, Paul Wesley	Feb. 22, 1907	Oct. 24, 1916	7.73
Steinert, William Emil	Dec. 10, 1902	Mar. 21, 1911	8.85
Stetler, Stanley Roosevelt	Mar. 2, 1907	Sept. 22, 1915	7.25
Steubgen, Ramon Edward	Nov. 9, 1904	Sept. 14, 1913	..
Stewart, Charles Reese	Mar. 18, 1903	Sept. 9, 1912	7.57

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Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Stevens, Howard C.	Aug. 10, 1904	Sept. 16, 1912	7.92
Stewart, Edward William	June 9, 1906	Sept. 2, 1914	7.31
Stewart, Robert MacKinley	Apr. 3, 1906	Sept. 8, 1914	7.46
Stoecker, William	Sept. 29, 1904	Sept. 9, 1912	8.33
Stokes, Harry	Sept. 11, 1905	Sept. 8, 1915	7.08
Stokes, John Davis Hillegas	July 17, 1906	Feb. 13, 1914	7.30
Stone, Burnham Everett	Feb. 28, 1906	Feb. 2, 1915	7.35
Stout, John Benjamin	Feb. 4, 1906	Feb. 5, 1914	7.20
Strickland, Franklin	Mar. 17, 1906	Feb. 3, 1916	8.60
Strine, Charles Lester	Jan. 2, 1902	Jan. 28, 1910	..
Summers, Howard Albert	Aug. 10, 1907	Oct. 24, 1916	7.76
Sundstrond, James Albert	July 7, 1902	Jan. 21, 1911	7.66
Swartwood, James Edwin	Oct. 17, 1905	Feb. 13, 1914	7.15
Symington, John H.	Jan. 27, 1907	Sept. 14, 1915	9.52
TAGGART, WARREN	Dec. 8, 1905	Sept. 9, 1913	7.30
Terry, Paul B.	Mar. 12, 1903	Sept. 10, 1912	7.60
Thiele, Theodore Victor	July 2, 1907	Feb. 6, 1917	7.20
Thomas, Robert Edwin	June 15, 1904	Sept. 10, 1912	7.17
Thompson, Alfred Lewis	July 23, 1906	Feb. 5, 1914	8.05
Thompson, Harry A.	Sept. 21, 1902	Feb. 15, 1912	..
Thompson, John Leeper	Sept. 14, 1902	Sept. 8, 1910	..
Thompson, William Matthew	Feb. 1, 1904	Oct. 10, 1913	7.98
Thorne, Edward Berkey	Sept. 23, 1907	Sept. 14, 1915	7.51
Thorne, Thomas Lawrence	Sept. 18, 1905	Sept. 9, 1913	7.35
Tinklepaugh, George Wagner	Dec. 17, 1906	Feb. 3, 1916	7.63
Tobin, Philip	Oct. 19, 1903	Feb. 1, 1912	6.78
Townsend, Ivor W.	July 13, 1903	Sept. 16, 1912	..
Traphagen, John Peter	July 17, 1905	Feb. 4, 1913	7.65
Traphagen, William J.	Apr. 3, 1903	Sept. 9, 1912	7.81
Traynor, Jerome Thomas	Feb. 3, 1904	Feb. 1, 1912	7.06
Traynor, Mearl	Feb. 8, 1905	Sept. 16, 1912	7.35
Turner, Paul H.	Feb. 10, 1905	Sept. 16, 1912	7.69
ULSHAFER, CHARLES WILLIAM	June 4, 1907	Feb. 3, 1916	7.80
Urian, Richard	June 18, 1906	Feb. 4, 1914	6.97
VANHORN, BUDD	Jan. 17, 1904	Sept. 10, 1912	7.72
Vasey, William Henry	Apr. 8, 1902	Jan. 28, 1910	7.93
Vernuz, Stanley	Dec. 3, 1905	Sept. 14, 1915	7.98
Vieten, Eugene	Sept. 18, 1904	Sept. 9, 1913	7.75
Viohl, Henry Paul	Dec. 16, 1904	Sept. 9, 1912	8.19
Viohl, Russell D.	Dec. 9, 1903	Sept. 9, 1912	7.70
WAGNER, ALBERT SHANTZ	Oct. 21, 1902	Mar. 7, 1911	7.02
Wagner, Norman Warner	June 24, 1906	Feb. 5, 1914	7.50
Wagner, Ray Ellwood	Sept. 9, 1902	Oct. 6, 1910	..
Walborn, Benjamin Perry	Oct. 29, 1903	Feb. 2, 1912	6.75
Walker, Michael William	Apr. 1, 1903	Feb. 2, 1912	8.11
Walter, Melvin Lawrence	Oct. 13, 1906	Oct. 26, 1915	7.15
Walters, Albert James	Jan. 5, 1903	Feb. 7, 1911	..
Walters, Kenneth Lloyd	July 15, 1907	Sept. 15, 1915	7.80
Waple, Howard Lynn	Mar. 26, 1904	Feb. 5, 1913	6.77
Ward, Howard Walton	Nov. 26, 1905	Sept. 10, 1913	7.59
Watson, Francis Earl	Oct. 27, 1904	Feb. 5, 1914	6.76
Weaver, Gladstone	Dec. 2, 1902	Mar. 21, 1911	8.22
Weeks, James Henry	Apr. 11, 1906	Nov. 4, 1914	7.09

HIGH SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Weightman, Robert Gillian	Dec. 11, 1906	Sept. 22, 1915	7.89
Weiss, Joseph Samuel	July 20, 1902	Sept. 29, 1910	8.00
Weiss, Louis	Aug. 3, 1906	Sept. 9, 1912	6.85
Weiss, Samuel	June 10, 1904	Sept. 9, 1912	7.30
Weissenborn, Harry W.	Aug. 1, 1903	Sept. 16, 1912	..
Weitzel, Willard Ely	Nov. 11, 1906	Feb. 2, 1915	7.55
Welter, Chester Thomas	Feb. 17, 1904	Feb. 2, 1912	6.42
Wetzel, Curtin Joseph	Nov. 13, 1906	Sept. 3, 1914	7.40
Wetzel, Palmer T.	June 15, 1904	Sept. 10, 1912	7.48
White, James Darlington	Mar. 12, 1904	Feb. 5, 1914	8.12
White, John Maris	May 1, 1906	Sept. 22, 1915	7.31
White, Wilbert	July 23, 1903	Feb. 5, 1913	7.06
White, William	Aug. 4, 1906	Feb. 2, 1915	7.34
Whiteley, Howard Marshall	Jan. 3, 1906	Sept. 13, 1913	7.15
Whiteley, William	Apr. 8, 1902	Dec. 4, 1911	..
Whitelock, Arthur Hamilton	Apr. 20, 1904	Mar. 13, 1914	7.30
Whitman, Harold E.	Apr. 7, 1905	Feb. 4, 1913	..
Widdis, Leonard	Nov. 6, 1905	Feb. 4, 1914	..
Wildes, Ralph Edgar	July 3, 1903	Dec. 5, 1911	8.83
Wilhelm, Carl	Feb. 26, 1903	Feb. 1, 1911	..
Wilks, Louis	Oct. 10, 1905	Sept. 10, 1913	7.65
Wilks, Victor	May 2, 1904	Sept. 10, 1913	9.02
Williams, Charles A.	Apr. 17, 1905	Feb. 13, 1913	7.15
Williams, Edward	Aug. 17, 1907	Feb. 7, 1917	7.70
Williams, Harold E.	Jan. 1, 1905	Sept. 16, 1912	7.40
Williams, John Muir	June 18, 1906	Feb. 13, 1914	7.12
Williams, John Richard	Feb. 29, 1904	Feb. 2, 1912	7.16
Williams, Wilmer G.	Dec. 20, 1904	Sept. 16, 1912	8.52
Wilson, Rudolph L.	Mar. 26, 1905	Sept. 9, 1913	7.80
Wood, Raymond Melville	Nov. 1, 1903	Dec. 4, 1911	..
Woodling, Elmer Mane	Apr. 29, 1903	Dec. 5, 1911	7.85
Woodling, Ernest Barnard	Aug. 7, 1903	Dec. 5, 1911	7.18
Woods, Harold Charles	Jan. 23, 1908	Oct. 25, 1916	7.52
Woolford, Edward	Nov. 5, 1902	Jan. 29, 1909	7.78
Wright, Harry	Sept. 22, 1905	Sept. 14, 1915	7.20
Wright, Mellor	July 13, 1907	Sept. 14, 1915	7.90
Wright, Walter Ralph	June 15, 1902	Sept. 8, 1910	..
Wright, William Arthur	Aug. 2, 1906	Feb. 13, 1914	7.26
Yeager, Gilbert D.	Oct. 31, 1907	Oct. 25, 1916	8.20
York, Sumner Cross	Oct. 13, 1906	Sept. 2, 1914	7.14
York, Thomas	Feb. 11, 1904	Sept. 10, 1912	7.20
Yost, Eugene William	Aug. 14, 1902	Jan. 31, 1911	8.05
Yost, Paul Franklin	Apr. 6, 1904	Feb. 1, 1912	7.75
Youngkin, Harry Eugene	June 15, 1904	Feb. 13, 1914	7.20
Zarella, Emilio	Dec. 31, 1906	Sept. 2, 1914	7.50

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Adams, Lester Ira	Dec. 5, 1909	Sept. 20, 1917	7.56
Addis, Robert B.	Feb. 5, 1905	Sept. 16, 1912	6.51
Ainscough, Marcus	Oct. 1, 1905	Sept. 10, 1913	7.01
Allen, Walter Heugh	Oct. 9, 1905	Sept. 14, 1915	..
Ammon, George Bertram	Sept. 6, 1909	Sept. 5, 1918	7.67
Anderson, George	Aug. 20, 1909	Sept. 5, 1917	7.30
Anderson, James Moore	July 28, 1910	Sept. 4, 1918	7.69
Anderson, Robert	July 31, 1905	Sept. 17, 1913	6.91
Anderson, Rowland	Oct. 14, 1909	Sept. 20, 1917	8.19
Armstrong, Leslie R.	Jan. 18, 1905	Sept. 16, 1912	7.07
Baer, Frank Wister	Dec. 14, 1909	Sept. 20, 1917	7.76
Bailey, Ernest Rhoads	July 28, 1906	Sept. 15, 1915	7.70
Bailey, William Dale	Apr. 1, 1908	Oct. 25, 1916	7.80
Bair, Harry W.	Nov. 11, 1902	Sept. 10, 1912	..
Baker, Frederick Morphet	Dec. 5, 1909	Feb. 26, 1919	7.70
Balas, Frank	June 2, 1910	Oct. 24, 1916	7.89
Balas, Rudolph	Apr. 21, 1908	Sept. 14, 1915	7.90
Banks, William Rodman	Nov. 11, 1909	Sept. 6, 1917	7.78
Bartholomew, Horace Stewart	Apr. 14, 1908	Oct. 25, 1916	7.80
Batt, Miles Edward	Sept. 15, 1909	Sept. 6, 1917	7.36
Baxter, Richard Woolsey	Nov. 10, 1907	Feb. 6, 1917	7.78
Baxter, Thomas Andrew	Feb. 4, 1905	Sept. 9, 1913	7.33
Bayne, Joseph McChestney	Mar. 25, 1908	Feb. 5, 1918	..
Beckershoff, Robert Edgar	Apr. 18, 1910	Feb. 6, 1918	7.99
Beckman, Joseph F.	July 14, 1908	Feb. 7, 1917	7.20
Beecher, Harold Sylvester	Mar. 17, 1911	Nov. 19, 1918	8.32
Beggs, William James, Jr.	Aug. 13, 1908	Feb. 26, 1918	7.38
Beisel, Joseph Franklin	Feb. 10, 1908	Feb. 10, 1916	7.61
Bell, John S. H.	Feb. 11, 1905	Nov. 4, 1914	..
Bell, Richard Malcolm	Feb. 15, 1909	Feb. 6, 1918	7.07
Bell, William Murray	Oct. 31, 1908	Sept. 20, 1917	8.08
Bender, Cloyd Crawford	May 13, 1908	May 10, 1918	8.05
Benjamin, Josiah	Oct. 25, 1904	Sept. 10, 1912	..
Benjamin, William Bryan	Aug. 17, 1909	Sept. 5, 1918	7.89
Berge, Julius Lincoln	Feb. 28, 1910	Feb. 5, 1918	7.97
Bevan, Edgar Curtis	May 10, 1910	Feb. 5, 1918	7.52
Biester, William Bilbrough	May 30, 1909	Feb. 26, 1919	7.84
Binder, Albert	Dec. 27, 1909	Feb. 5, 1919	7.83
Blank, Hyman	July 22, 1909	Sept. 6, 1917	7.25
Blawn, Charles Edward	Feb. 11, 1908	Feb. 7, 1917	7.70
Blawn, James Paul	Nov. 22, 1910	Sept. 5, 1918	7.88
Bordoni, Antonio	Feb. 19, 1909	Sept. 6, 1917	8.45
Borocci, Jino	Feb. 10, 1909	Feb. 26, 1918	7.34
Bouda, Frank Joseph	Aug. 8, 1908	Oct. 24, 1916	7.58
Boyd, Graham Wilson	Jan. 15, 1909	Sept. 14, 1915	7.50
Boyd, Philip	May 5, 1908	Sept. 20, 1917	8.35
Boyd, William John	Aug. 2, 1907	Feb. 20, 1917	7.46
Boyd, Willis Skillman	Feb. 4, 1909	Sept. 6, 1917	7.84
Boyle, Charles Ackley	May 24, 1909	Feb. 5, 1919	8.15
Bradley, Franklin Hickman	Jan. 27, 1907	Sept. 2, 1914	7.10

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Brandman, Samuel	Feb. 1, 1909	Nov. 15, 1915	7.58
Brannen, John Calvin	Mar. 4, 1909	Sept. 4, 1918	7.81
Braun, Arthur Norman	Aug. 1, 1910	Sept. 4, 1918	7.83
Brennan, George	Apr. 5, 1907	Feb. 14, 1917	8.02
Brennan, Harry	May 9, 1909	Feb. 14, 1917	7.74
Brown, Lawrence Francis	Nov. 28, 1909	Nov. 19, 1918	7.31
Brown, Stephen	Feb. 5, 1910	Sept. 4, 1918	7.69
Brunner, Horace Greeley	Dec. 6, 1904	Sept. 2, 1914	6.35
Bruno, Antonio	May 8, 1909	Sept. 5, 1917	7.16
Bruse, William	Dec. 25, 1909	Sept. 20, 1917	8.26
Bryan, Edward William	June 2, 1909	Feb. 20, 1917	7.64
Burkle, John Jacob	Sept. 7, 1907	Feb. 6, 1917	7.30
Burns, Daniel	June 16, 1908	Sept. 5, 1917	7.30
Bye, Howard John	Dec. 26, 1910	Sept. 5, 1918	7.59
Bye, Raymond Frederick	July 30, 1906	Feb. 9, 1915	7.39
Campbell, David N.	Sept. 26, 1905	Sept. 9, 1913	7.05
Cannon, Charles Henry	Oct. 25, 1909	Sept. 5, 1917	7.46
Carr, Samuel T.	Sept. 30, 1904	Feb. 4, 1913	6.22
Carson, Albert Joseph	Oct. 4, 1907	Sept. 15, 1915	7.50
Carter, Herbert W.	May 4, 1904	Feb. 4, 1913	..
Cartlidge, Frederick Charles P.	Apr. 26, 1908	Oct. 24, 1916	7.88
Cassidy, Paul Clair	June 26, 1905	Feb. 13, 1914	6.70
Chamberlain, Frank	Jan. 3, 1909	Sept. 6, 1917	8.24
Clark, Marcel Alonza	July 21, 1908	Oct. 24, 1916	7.93
Cohen, Joseph	Sept. 16, 1908	Feb. 5, 1918	7.52
Cole, Albert C.	Aug. 12, 1905	Feb. 13, 1913	7.70
Cole, Edwin Harold	Jan. 5, 1907	Feb. 3, 1916	7.60
Collom, Charles Warren	Oct. 12, 1907	Sept. 5, 1917	7.60
Collom, Harry Clement	Sept. 13, 1909	Sept. 5, 1918	7.84
Comery, Walter George	May 2, 1905	Sept. 2, 1914	6.75
Congdon, George A.	Apr. 23, 1909	Feb. 6, 1917	7.73
Connolly, Joseph Wesley	Mar. 9, 1908	Oct. 24, 1916	7.87
Coombs, Wilfred	Nov. 2, 1909	Sept. 4, 1918	7.87
Coyle, John William	Jan. 10, 1906	Sept. 17, 1913	7.37
Cranston, Harry Curtis	July 27, 1906	Feb. 13, 1914	7.21
Craven, Bertram Alonzo	Jan. 10, 1909	Nov. 14, 1916	7.99
Crawford, Robert Payson	Dec. 8, 1909	Sept. 20, 1917	7.85
Creese, George Smith	Feb. 24, 1905	Sept. 16, 1912	..
Cregar, William Francis	July 8, 1909	Sept. 5, 1918	7.72
Crisman, Marshall Peter	Oct. 2, 1904	Apr. 7, 1913	7.27
Crosby, Lewis Wentworth	Feb. 14, 1909	Sept. 6, 1917	7.50
Crouthamel, Andrew	July 10, 1908	Nov. 22, 1917	7.95
Cummings, Everard Stuart	Mar. 5, 1909	Sept. 4, 1918	7.70
Curry, Morris Joseph	May 26, 1910	Sept. 4, 1918	7.60
Dailey, James Victor	Mar. 24, 1910	Feb. 6, 1918	7.63
Dailinger, George	June 6, 1908	Sept. 5, 1917	7.60
D'Aiuto Alfred	Dec. 11, 1909	Feb. 26, 1918	7.80
Dampman, Walter Allen	Mar. 29, 1910	Sept. 4, 1918	8.27
Darnell, Howell Varian	Nov. 8, 1907	Sept. 14, 1915	7.25
Darrah, Thomas H.	Dec. 16, 1909	Jan. 13, 1919	7.91
Daveler, Benjamin Stebitz	Apr. 15, 1908	Oct. 25, 1916	8.20
Davenport, Charles Arthur	July 22, 1910	Sept. 4, 1918	7.67
Davies, David Price	June 20, 1908	Feb. 7, 1917	7.45
Davis, Edward William	Oct. 5, 1905	Sept. 9, 1913	7.10

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Davis, Harry L.	July 17, 1909	Nov. 19, 1918	8.27
Davis, Kenneth W.	June 20, 1909	Feb. 6, 1918	7.72
Davis, Morgan	Mar. 4, 1910	Feb. 6, 1918	7.72
De Arment, John William	Sept. 6, 1908	Oct. 25, 1916	7.40
Deckman, James W.	June 22, 1906	Feb. 2, 1915	6.98
Deetz, Roland Morgan	Dec. 6, 1904	Feb. 4, 1913	6.87
Deger, Daniel Robert	Mar. 28, 1908	Oct. 24, 1916	7.83
De Haven, Harry Benjamin	Mar. 16, 1905	Sept. 3, 1914	7.51
Delladio, Bert	Nov. 2, 1909	Sept. 5, 1917	7.94
Dennis, John Clifton	Jan. 3, 1909	Feb. 6, 1917	8.60
Derflinger, Leonard E.	Nov. 7, 1903	Sept. 17, 1913	..
Desiderio, Domenico	June 11, 1908	Oct. 24, 1916	7.63
Detwiler, Charles R.	Feb. 15, 1909	Nov. 19, 1918	7.21
Diehl, Arthur Cleveland	Apr. 30, 1907	Feb. 4, 1916	7.60
Dieter, Gerald Wayne	June 9, 1910	Nov. 19, 1918	7.99
Di Foggia, Joseph	Sept. 29, 1907	Sept. 15, 1915	7.73
Di Foggia, Leonardo	July 25, 1909	Nov. 19, 1918	7.51
Di Lauro, George	Feb. 19, 1911	Sept. 3, 1919	7.84
Dilcer, Carl C.	Apr. 6, 1908	Feb. 3, 1916	7.21
Direnzo, Antonio	Feb. 2, 1908	Sept. 5, 1917	7.36
Direnzo, Joseph	Feb. 19, 1910	Nov. 22, 1917	7.86
Dodson, Stanley La Rue	May 10, 1905	Feb. 5, 1914	7.16
Doerffel, George Alfred	Aug. 4, 1909	Sept. 20, 1917	7.88
Doran, George Dennis	Oct. 21, 1907	Oct. 24, 1916	8.30
Draeger, Otto Ludwig	June 7, 1908	Oct. 25, 1916	7.95
Dudley, Thomas James	June 24, 1909	Sept. 5. 1917	7.86
Dunkleberger, Edwin Lloyd	May 7, 1909	Nov. 22, 1917	7.44
Dunlap, John Leonard	July 7, 1910	Sept. 4, 1918	8.30
Earl, Lawson S.	Feb. 8, 1908	Sept. 6, 1917	8.37
Echgelmeier, Frank E.	Sept. 10, 1909	Sept. 4, 1918	7.86
Eckstein, William John	Dec. 4, 1908	Feb. 6, 1917	7.97
Eddy, George Lewis	Sept. 27, 1909	Feb. 5, 1918	7.90
Ehrenzeller, Ferdinand Roberts	Nov. 13, 1909	Feb. 4, 1919	7.20
Elisio, Luigi	Jan. 23, 1908	Feb. 2, 1916	7.30
Emery, Victor Paul	Sept. 19, 1909	Sept. 6, 1917	7.64
Engelke, Franklin	Dec. 8, 1906	Sept. 14, 1915	7.07
Eppinger, Pearson J.	Oct. 13, 1907	Sept. 6, 1917	7.30
Equi, Alfred William	Apr. 4, 1909	Nov. 22, 1917	7.54
Ernst, Thomas Frederick	Sept. 15, 1907	Sept. 14, 1915	7.65
Evans, Clinton P.	Jan. 6, 1910	Feb. 6, 1918	7.41
Evans, William Harold	Nov. 8, 1907	Sept. 22, 1915	7.48
Fairchild, Claude Leroy	Oct. 1, 1906	Feb. 13, 1914	7.20
Farrel, Franklin Benjamin	Aug. 18, 1908	Feb. 7, 1917	7.70
Fegely, Russell Kline	June 15, 1905	Feb. 5, 1913	6.91
Fehnel, Raymond Aquillas	Dec. 2, 1907	Oct. 25, 1916	7.37
Feltis, Joseph	June 8, 1910	Sept. 20, 1917	8.23
Fenton, George Henry	Sept. 5, 1907	Sept. 14, 1915	7.37
Fenton, Vernon	Dec. 11, 1908	Nov. 14, 1916	7.36
Fetter, Gordon Best	July 25, 1908	Oct. 25, 1916	7.54
Fine, Charles	Apr. 27, 1908	Feb. 3, 1916	7.60
Fine, Philip	Jan. 3, 1906	Sept. 9, 1913	7.11
Fink, Joseph Judson	Apr. 10, 1905	Sept. 3, 1914	6.81
Fink, Malcolm Leroy	June 10, 1908	Oct. 25, 1916	7.67
Fisher, George Louis	Oct. 13, 1909	Nov. 22, 1917	8.04

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Fisher, Robert	Apr. 9, 1911	Feb. 26, 1919	7.80
Force, Elwood Brower	June 20, 1911	Feb. 26, 1919	7.56
Fowler, George Asa	July 28, 1910	Sept. 5, 1918	7.92
Fowler, Joshua Lewis	Jan. 14, 1909	Feb. 6, 1917	7.84
Fox, Robert Moulter	Mar. 3, 1909	Feb. 7, 1917	7.84
Fox, Valentine J.	Oct. 15, 1907	Sept. 6, 1917	7.91
Frame, David	July 12, 1909	Nov. 22, 1917	7.57
Frame, John Francis	July 26, 1906	Sept. 3, 1914	7.47
Frame, Thomas William	Feb. 26, 1905	Sept. 9, 1913	..
Frederick, Irwin K.	Oct. 26, 1907	Sept. 14, 1915	7.31
Freeman, Charles W.	July 30, 1905	Feb. 13, 1913	6.53
Frees, James Michael	Jan. 19, 1909	Sept. 4, 1918	7.97
Friedrich, Andrew	Dec. 29, 1909	Feb. 26, 1919	7.87
Froelich, Dayton Ellsworth	Nov. 19, 1909	Sept. 5, 1917	7.87
Frost, Abraham Siehie	Aug. 6, 1909	Sept. 14, 1915	7.50
Fulton, Francis Reed	June 17, 1910	Feb. 6, 1918	7.64
Fulton, Stuart L.	June 17, 1910	Feb. 6, 1918	7.87
Funk, Raynor Ambrose	June 15, 1905	Feb. 13, 1913	7.11
Funk, Thomas Oscar	July 7, 1908	Oct. 25, 1916	7.66
Gabel, John Morton	Nov. 23, 1908	Sept. 4, 1918	7.50
Galbraith, James Biddlecomb	Sept. 14, 1909	Nov. 22, 1917	7.53
Galbraith, Robert George	Sept. 14, 1909	Nov. 22, 1917	7.76
Gallagher, Thomas	June 17, 1909	Sept. 20, 1917	7.54
Gally, Edward Paul	Aug. 10, 1908	Nov. 14, 1916	7.78
Gamble, Charles Addis	Nov. 25, 1908	Nov. 14, 1916	7.42
Gamble, Thomas Harris	Nov. 4, 1907	Sept. 15, 1915	7.46
Gans, Alexander Adolph	Dec. 19, 1908	Nov. 14, 1916	7.55
Gardner, Lester C.	Sept. 17, 1904	Feb. 13, 1913	..
Garraty, Paul Edward	Nov. 14, 1905	Feb. 4, 1914	6.92
Geist, John Willard	June 21, 1909	Feb. 6, 1918	8.06
George, Edward Leonard	July 21, 1909	Sept. 4, 1918	8.12
Giandomenico, Gerardo Arcenzo	Aug. 27, 1907	Oct. 25, 1916	7.46
Gibbons, Ralph	Sept. 21, 1905	Sept. 10, 1913	6.96
Gibson, Irwin	Apr. 3, 1909	Feb. 6, 1917	7.73
Gillespie, Gordon Smyrl	Nov. 7, 1906	Sept. 2, 1914	7.55
Gilliland, William F.	Apr. 8, 1908	Nov. 14, 1916	7.06
Ginkinger, Harry Hyatt	Oct. 23, 1908	Feb. 26, 1918	7.51
Glass, William	Aug. 7, 1910	Feb. 5, 1919	7.38
Gleeson, John Stewart	Mar. 10, 1908	Sept. 20, 1917	8.25
Gochnaur, Michael Guy	Sept. 18, 1903	Jan. 2, 1912	..
Gold, Samuel	Mar. 12, 1910	Feb. 5, 1918	8.32
Goldberg, Arnold	May 2, 1909	Nov. 18, 1918	7.45
Goldberg, Harry	June 22, 1904	Feb. 4, 1914	7.52
Golmitz, Gaiser Robert	Feb. 2, 1908	Oct. 24, 1916	7.57
Gordnier, Gilbert E.	May 10, 1903	Feb. 5, 1913	..
Gould, Joseph	Sept. 26, 1907	Feb. 6, 1917	7.70
Graden, Russell	Mar. 23, 1907	Oct. 25, 1916	7.46
Graham, Earl Reeves	Dec. 11, 1909	Sept. 4, 1918	7.80
Graham, Walter Andrew	Dec. 23, 1907	Oct. 25, 1916	7.70
Grant, Robert Warren	Oct. 20, 1909	Nov. 19, 1918	7.75
Grauer, Charles Harry	Nov. 25, 1907	Feb. 2, 1916	7.20
Green, Daniel Joseph	Nov. 28, 1908	Feb. 5, 1918	7.70
Green, George Conard	Feb. 1. 1908	Feb. 3, 1916	7.20
Green, Marvin A. S.	Mar. 21, 1910	Sept. 4, 1918	8.09
Gregia, John	Feb. 2, 1908	Jan. 31, 1918	7.63

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Grieb, Edward Lester	Oct. 23, 1909	Sept. 5, 1917	7.87
Grieb, Stewart Leroy	Apr. 7, 1908	Feb. 6, 1917	7.80
Griffith, David	Dec. 23, 1910	Sept. 5, 1918	7.83
Grosh, Charles M.	May 9, 1910	Sept. 23, 1919	..
Grundy, James Frederick	July 10, 1910	July 11, 1919	..
Gunther, Frank E.	June 13, 1909	Sept. 4, 1918	7.50
Guy, Robert Sanderson	May 12, 1910	Feb. 26, 1918	8.53
Gwinn, Albert Garrett	July 4, 1909	Nov. 13, 1917	7.90
Haas, Walter Thomas	Jan. 25, 1909	Feb. 6, 1917	7.24
Hagenbuch, Evan George	Feb. 22, 1908	Nov. 14, 1916	7.97
Haggerty, Leroy	Sept. 6, 1906	Sept. 3, 1914	7.19
Haines, Francis Joseph	July 25, 1909	Nov. 19, 1918	8.20
Haines, Marvin Clare	Mar. 6, 1908	Sept. 20, 1917	7.50
Haines, William Edward	Feb. 20, 1908	Sept. 5, 1917	7.14
Hallman, Paul Morris	Sept. 12, 1908	Sept. 5, 1918	7.74
Hamners, James Edward	Mar. 25, 1910	Feb. 5, 1918	7.78
Haney, Charles T.	Oct. 18, 1904	Feb. 5, 1913	6.17
Hannum, William	June 21, 1907	Sept. 15, 1915	7.80
Harding, Idwyl	May 27, 1905	Sept. 3, 1914	8.07
Harding, Lavern	May 17, 1910	Feb. 6, 1918	8.07
Harford, Kenneth Ray	Mar. 23, 1910	Feb. 6, 1918	7.25
Hariegel, John Michael	Apr. 11, 1907	Sept. 15, 1915	7.23
Harker, Albert Edward Briggs	Apr. 11, 1910	Feb. 5, 1918	7.98
Harnish, Edwin K.	June 3, 1906	Sept. 2, 1914	7.44
Harris, William W.	Aug. 11, 1907	Feb. 20, 1917	8.21
Harrison, Edward Wesley	Mar. 31, 1907	Feb. 2, 1916	7.43
Harshaw, Charles Henry	Feb. 8, 1908	Nov. 13, 1917	7.83
Hartman, Otto Gottlieb	July 10, 1908	Feb. 6, 1918	7.97
Harvey, John Lawrence	Feb. 6, 1907	Oct. 25, 1916	7.66
Hastings, Richard Charles	Nov. 2, 1907	Feb. 10, 1916	7.41
Hauck, Elmer August	Oct. 5, 1905	Sept. 10, 1913	7.12
Hawkins, Paul Russell	May 18, 1908	Oct. 25, 1916	7.96
Hawkins, Robert Paul	Feb. 22, 1908	Feb. 5, 1918	7.42
Hayes, Leon Joseph	July 6, 1909	Sept. 5. 1917	7.52
Haywand, Harold William	Mar. 25, 1908	Sept. 5, 1917	8.31
Hazlett, Robert	Dec. 6, 1908	Nov. 19, 1918	7.57
Heavner, William Solomon	Dec. 19, 1909	Sept. 20, 1917	7.86
Hefferman, Joseph	Feb. 6, 1910	Oct. 24, 1916	7.34
Heinemann, Raymond George	Mar. 31, 1907	Feb. 2, 1916	7.81
Heisey, George Mevin	Jan. 30, 1908	Feb. 3, 1916	8.08
Hellings, Matthias Alfred	Apr. 27, 1908	Sept. 20, 1917	7.73
Hendricks, William Ray	Sept. 2, 1909	Feb. 5, 1918	7.70
Herrman, Frederick Robert	June 19, 1905	Jan. 2, 1914	7.12
Hickman, George Lewis	Oct. 29, 1909	Nov. 22, 1917	7.70
High, Harry E., Jr.	Nov. 3, 1909	Sept. 4, 1918	7.99
High, Thomas Earle	May 6, 1907	Nov. 15, 1915	7.41
Hitner, Henry William	June 17, 1910	Sept. 1, 1918	8.18
Hock, Donald Russell	Nov. 4, 1908	Nov. 14, 1916	7.80
Hodgson, John Vanhorn	Oct. 21, 1907	Sept. 15, 1915	7.48
Hoffman, Ferdinand William	Feb. 24, 1908	Oct. 24, 1916	8.06
Holt, Frank Brister	Apr. 13, 1910	Oct. 24, 1916	7.59
Holt, Robert B.	Mar. 22, 1906	Feb. 4, 1914	6.56
Hornick, Carl Jacob	Jan. 5, 1910	Sept. 23, 1919	8.37
Hoskins, Joseph Henry	Apr. 25, 1906	Feb. 2, 1915	7.41
Hoskins, Robert Franklin	May 8, 1909	Feb. 6, 1917	7.82

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Houser, Frank	Aug. 13, 1908	Oct. 25, 1916	7.40
Howe, William Taylor, Jr.	Feb. 11, 1909	Jan. 13, 1919	7.63
Hughes, Charles Victor	July 11, 1907	Sept. 14, 1915	7.57
Hunter, Clarence Baker	May 28, 1905	Sept. 10, 1913	7.19
Hunter, John C.	Feb. 7, 1910	Feb. 26, 1919	7.53
Ickes, Franklin Donald	Feb. 16, 1910	Feb. 4, 1919	8.35
Illi, Thomas Raymond	May 18, 1910	Feb. 6, 1918	8.37
Ingram, Donald Fulton	Feb. 6, 1910	Nov. 22, 1917	7.57
Ingram, Joseph Albert	May 11, 1908	Oct. 25, 1916	7.73
Irwin, Gordon	May 27, 1908	Oct. 25, 1916	7.39
Jackson, George Frederick	Apr. 24, 1908	Feb. 3, 1916	8.14
Jaffe, Barcus	Nov. 17, 1910	Sept. 5, 1917	8.06
James, George Thackery	Apr. 9, 1908	Oct. 25, 1916	7.30
James, Lewis Levin	May 14, 1908	Nov. 14, 1916	7.84
Janney, William Paul	Aug. 9, 1908	Oct. 24, 1916	7.40
Janos, Aluis	Dec. 24, 1908	Feb. 6, 1917	7.62
Jefferies, Leonard	July 24, 1904	Sept. 9, 1912	6.76
Jefferson, Ira, Jr.	Sept. 9, 1909	Sept. 5, 1918	7.91
Jennings, Joseph	Dec. 19, 1904	Sept. 9, 1912	6.39
Jennings, Joseph Ignatius	Feb. 2, 1903	Dec. 5, 1911	..
Johnson, Charles J.	Apr. 10, 1910	Feb. 6, 1918	7.99
Jones, Arthur Roberts	May 11, 1908	Oct. 25, 1916	8.01
Jones, Edward	Jan. 19, 1910	Sept. 5, 1918	7.69
Jones, Edward D.	Apr. 23, 1909	Feb. 7, 1917	7.51
Jones, Frederick	Jan. 12, 1909	Sept. 6, 1917	7.78
Jones, Harry B.	Feb. 20, 1909	Feb. 7, 1917	7.37
Jones, Howard	May 25, 1909	Sept. 4, 1918	7.81
Jones, John Falls	Sept. 23, 1902	Sept. 20, 1910	..
Katen, George Kenneth	Mar. 17, 1909	Feb. 7, 1917	7.73
Katen, Samuel Herbert	Mar. 20, 1905	Feb. 2, 1915	6.69
Keckler, William Henry	Aug. 17, 1909	Sept. 4, 1918	8.10
Keegan, William Breed	May 5, 1906	June 4, 1915	7.40
Keenan, John Joseph	Apr. 10, 1909	Sept. 5, 1917	7.71
Keller, William Steward	Mar. 28, 1908	Mar. 9, 1916	7.92
Kelly, Thomas Lawrence	June 20, 1905	Feb. 4, 1913	6.83
Keltz, Jay Archie	Apr. 28, 1908	Feb. 7, 1917	7.30
Kemp, Edward	July 30, 1909	Sept. 4, 1918	7.30
Kemp, John Devine	Mar. 23, 1908	Feb. 2, 1916	7.91
Kemp, Robert Eugene	Apr. 23, 1909	Sept. 5, 1918	7.97
Kennedy, James	Nov. 17, 1908	Sept. 5, 1918	7.60
Kennedy, Paul Edward	Apr. 11, 1909	Sept. 6, 1917	7.68
Kenney, Thomas Clisdell	Sept. 20, 1908	Sept. 20, 1917	8.12
Kerney, Melville William	Apr. 10, 1910	Sept. 5, 1918	8.03
Kerr, Patrick John	July 27, 1906	Feb. 2, 1915	7.60
Kershaw, John McCormick	Oct. 10, 1904	Sept. 10, 1912	6.38
Keys, James	Sept. 24, 1910	Sept. 4, 1918	7.83
Keys, Stephen	Nov. 23, 1908	Sept. 4 1918	7.88
Keyser, Milton T.	Aug. 2, 1909	Sept. 6, 1917	7.80
Kieffer, Arthur F.	Jan. 9, 1908	Feb. 7, 1918	8.36
Kinzey, Norman Francis	Sept. 16, 1909	Feb. 26, 1918	8.05
Kirk, Albert Newton	Apr. 9, 1909	Feb. 26, 1919	7.87
Kirkpatrick, Walter Edwin	Feb. 8, 1908	Feb. 2, 1916	8.07
Kirsh, Victor	July 13, 1910	Feb. 26, 1919	8.06
Kisselbach, Frank Getz	May 25, 1909	Feb. 26, 1919	7.54
Kisselbach, Jacob B.	Dec. 9, 1910	Feb. 26, 1919	7.84

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Kistler, Jonathan H.	Dec. 26, 1909	Nov. 19, 1918	8.35
Klein, William A.	Oct. 21, 1904	Sept. 9, 1913	..
Klippert, Henry Laessle	Oct. 28, 1908	Feb. 6, 1918	7.73
Klumpp, Carl Milton	Sept. 20, 1909	Feb. 5, 1918	7.36
Knaup, William Charles	June 3, 1909	Feb. 7, 1917	7.70
Koehl, Karl George	Dec. 18, 1906	Sept. 5, 1914	7.36
Kolb, Christopher Earl	Dec. 10, 1907	Feb. 6, 1917	6.80
Koontz, William Henry	June 9, 1909	Feb. 4, 1919	7.44
Kramer, Frederick Jacob	Feb. 4, 1909	Feb. 6, 1917	7.42
Kramer, Paul Frederick	Feb. 28, 1907	Nov. 4, 1914	7.51
Krapf, Paul D.	Sept. 14, 1905	Feb. 5, 1913	..
Krause, Louis	Sept. 29, 1909	Oct. 24, 1916	7.70
Krohmer, Francis Joseph	Apr. 2, 1908	Feb. 6, 1917	7.57
Kuhn, Julius G.	Sept. 7, 1906	Feb. 3, 1916	..
Kurzenberger, Paul Ernest	Feb. 16, 1908	Sept. 5, 1917	8.28
Lafferty, Chester James	Jan. 30, 1906	Sept. 10, 1913	..
Laird, David Hudson	Apr. 11, 1909	Sept. 4, 1918	7.20
Lambiase, Joseph Domenic	Apr. 5, 1908	Feb. 2, 1916	7.90
Lambinus, Carl Gottlieb	Dec. 2, 1908	Feb. 26, 1918	7.75
Lamon, John	Sept. 28, 1905	Sept. 10, 1913	6.75
Lance, Blaine William	June 12, 1910	Feb. 5, 1919	8.26
Lane, Wells F.	Oct. 2, 1905	Sept. 3, 1914	6.31
Lauer, Milton	Oct. 15, 1910	Sept. 4, 1918	8.05
Layman, William L.	Mar. 22, 1910	Nov. 19, 1918	7.97
Lees, Harold	Nov. 23, 1907	Oct. 25, 1916	7.90
Lehman, George Earl	June 28, 1902	Feb. 1, 1912	..
Lehman, Samuel Bryan	Dec. 6, 1906	Feb. 3, 1916	7.26
Lemmon, Edward B.	Aug. 3, 1909	Sept. 4, 1918	8.12
Lennox, Joseph Hershey	Feb. 27, 1910	Feb. 6, 1918	7.36
Levay, Thomas Francis Naulty	June 16, 1910	Nov. 19, 1918	7.71
Levy, Louis	May 3, 1908	Feb. 6, 1918	7.64
Levy, Michael	Apr. 21, 1911	Nov. 19, 1918	7.83
Lewis, Thomas W.	Aug. 3, 1907	Sept. 22, 1915	7.56
Lewis, William Albert	Aug. 6, 1909	Nov. 22, 1917	7.50
Lisi, Alfredo	Aug. 26, 1910	Sept. 4, 1918	8.39
Lloyd, Harry Aylesworth	Feb. 7, 1909	Feb. 6, 1918	7.44
Logan, Francis Joseph	Jan. 7, 1908	Nov. 14, 1916	7.77
London, Floyd Vergil	Aug. 27, 1908	Oct. 26, 1916	7.88
Longo, Dominic	Sept. 24, 1907	Nov. 15, 1915	7.68
Longo, Frederick	Sept. 19, 1910	Sept. 3, 1919	..
Longo, James	Dec. 30, 1908	Feb. 6, 1917	7.39
Lorah, Edgar Stratton	Mar. 18, 1905	Sept. 3, 1914	6.77
Lotwick, George W.	July 24, 1910	Feb. 26, 1918	8.03
Lowe, Francis Joseph	Mar. 19, 1910	Nov. 22, 1917	7.61
Lowe, Max Albert	Apr. 13, 1908	Oct. 24, 1916	7.76
Lowe, William Wesley	Sept. 30, 1908	Oct. 24, 1916	7.32
Lynch, Thomas	Oct. 30, 1909	Sept. 6, 1917	7.80
McBrier, Rollin	Aug. 20, 1908	Feb. 7, 1917	7.50
McCabe, Joseph R.	Dec. 27, 1907	Feb. 7, 1917	7.65
McCann, James A.	Dec. 17, 1904	Sept. 16, 1912	6.89
McClelland, Arthur Edwin	Aug. 5, 1910	Feb. 26, 1918	7.28
McClelland, Edgar Hugh	Aug. 21, 1910	Sept. 4, 1918	8.35
McClelland, Russell J.	Feb. 10, 1908	Feb. 2, 1916	6.59
McClure, Raymond	Feb. 25, 1910	Feb. 5, 1918	7.69

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
McCredy, Jeremiah J.	Dec. 17, 1904	Feb. 4, 1913	6.40
McCreedy, Rodgers James	July 11, 1908	Feb. 6, 1917	7.78
McCue, Thomas	Apr. 28, 1909	Feb. 6, 1917	7.78
McCulloch, Malcolm	Oct. 15, 1910	Sept. 4, 1919	..
McFeeters, William Henry	Mar. 27, 1910	Sept. 5, 1918	8.24
McGettigan, Walter Joseph	Apr. 10, 1907	Nov. 4, 1914	7.65
McGowan, William Ernest	Dec. 7, 1907	Oct. 25, 1916	7.48
McGrath, Charles Edward	Mar. 24, 1907	Sept. 15, 1915	7.45
McLaughlin, Francis Joseph	Jan. 8, 1908	Sept. 5, 1917	8.08
McMenamin, Joseph	Feb. 12, 1908	Feb. 6, 1917	8.46
Mabrey, Harry	Feb. 7, 1909	Feb. 6, 1917	7.97
Macowsky, Frank Theodore	Mar. 1, 1910	Nov. 22, 1917	7.77
Macowsky, Luca	July 3, 1906	June 23, 1916	7.21
Madden, John	Oct. 9, 1905	Sept. 10, 1913	6.93
Magargal, Charles F.	Nov. 11, 1907	Feb. 3, 1916	7.07
Magargal, Elmer Burns	June 19, 1909	Sept. 5, 1917	7.62
Magistrini, Rudolph Otto	June 28, 1909	Sept. 5, 1917	7.78
Maisch, John Frederick	Sept. 23, 1909	Sept. 20, 1917	8.04
Malony, Ralph Leonard	Sept. 8, 1908	Oct. 25, 1916	7.89
Malony, Russell Sylvester	Jan. 29, 1910	Nov. 19, 1918	7.70
Malsbury, H. Russell	Nov. 17, 1907	Feb. 3, 1916	7.47
Mannal, Maitland George	Aug. 30, 1905	Sept. 2, 1914	6.31
Manning, Henry Eadson	Oct. 22, 1907	Sept. 22, 1915	7.68
Mansolino, Antonio	Mar. 15, 1908	Feb. 2, 1916	7.10
Maron, Hyman	June 20, 1909	Sept. 6, 1917	8.39
Marris, George Clark	Nov. 6, 1907	Sept. 14, 1915	7.71
Martin, Albert John	Feb. 22, 1907	Sept. 15, 1915	7.01
Martin, Judson Cole	Oct. 31, 1908	Oct. 25, 1916	7.49
Mather, Edward Herbert	Apr. 11, 1910	Feb. 5, 1918	7.43
Matlack, Edward Albert	Jan. 8, 1906	Feb. 6, 1917	7.82
Maurer, Ralph E.	Jan. 23, 1909	Nov. 19, 1918	7.56
Mayer, P. Monroe V.	June 25, 1910	Feb. 26, 1918	7.88
Megahan, George Corbin	Nov. 1, 1908	Nov. 14, 1916	7.13
Megary, William Harris	Feb. 29, 1908	Nov. 14, 1916	7.48
Meiskey, Jay Harold	Aug. 5, 1906	Feb. 13, 1914	7.08
Mengel, Edward Charles	Jan. 6, 1909	Feb. 6, 1917	7.80
Mennig, Wendell Genther	Aug. 25, 1908	Sept. 20, 1917	8.17
Mertsch, Samuel Emil	Sept. 18, 1905	Sept. 2, 1914	7.51
Metzger, Howard Paul	Apr. 1, 1909	Sept. 4, 1918	7.62
Michael, George Franklin	Dec. 1, 1907	Sept. 22, 1915	7.34
Mickaluski, Vincent	Aug. 24, 1908	Feb. 7, 1917	7.47
Miller, Edward Clyde	Jan. 29, 1910	Sept. 20, 1917	7.75
Miller, Harry Edwin	June 19, 1905	Feb. 13, 1914	6.80
Miller, Jacob John	Aug. 23, 1910	Sept. 5, 1918	7.60
Miller, John David	Mar. 20, 1906	Sept. 14, 1915	6.80
Miller, Paul DuBois	Nov. 10, 1906	Feb. 2, 1916	7.52
Miller, Raymond William	July 7, 1907	Oct. 25, 1916	7.50
Miller, William Frederick	Nov. 21, 1907	Sept. 22, 1915	7.50
Moffett, Robert, Jr.	Apr. 13, 1909	Nov. 22, 1917	7.72
Moffitt, Donald Gordon	June 14, 1908	Nov. 14, 1916	7.05
Montgomery, Charles Swayne	July 17, 1907	Sept. 15, 1915	7.33
Montgomery, James	July 30, 1908	Sept. 5, 1917	7.84
Mood, George Henry	Aug. 29, 1908	Feb. 5, 1918	8.12
Mood, James Freeland	Sept. 16, 1910	Sept. 4, 1918	8.15
Moore, Arthur Alexis	Nov. 9, 1907	Oct. 25, 1916	7.95
Moore, Clyde Oliver	May 1, 1905	Feb. 4, 1913	7.10

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Moore, Edwin Stevenson	Nov. 18, 1909	Sept. 4, 1918	8.11
Mora, Percy William	Feb. 3, 1906	Feb. 4, 1914	7.25
Morrison, Edward Aves	Sept. 9, 1908	Sept. 5, 1918	8.23
Morton, Frederick Edward	Oct. 14, 1907	Sept. 15, 1915	7.11
Moscovitz, Isaac	June 3, 1908	Feb. 26, 1918	8.77
Motter, Claude Arthur	June 14, 1909	Feb. 6, 1918	7.55
Mullaly, Thomas	Oct. 22, 1907	Sept. 14, 1915	7.43
Mullen, George W.	Mar. 15, 1905	Sept. 9, 1913	6.85
Muller, Ernest Carl	Nov. 8, 1905	Sept. 17, 1913	7.15
Munch, William Edward	Sept. 17, 1907	Feb. 2, 1916	6.96
Mundy, Elmer	Dec. 13, 1908	Sept. 4, 1918	7.55
Munson, Edward Allison	Mar. 31, 1906	Jan. 2, 1914	7.05
Munzenmeyer, Eric Hans	June 21, 1905	Feb. 4, 1913	7.30
Murray, James Joseph	Nov. 10, 1909	Sept. 5, 1917	7.86
Nackman, Arthur A.	May 14, 1911	Sept. 4, 1919	..
Nagle, Emil	May 8, 1909	Feb. 5, 1918	8.01
Nappert, John Alvin	Oct. 17, 1910	Feb. 4, 1919	7.36
Neibert, Alois Anton	Nov. 16, 1909	Sept. 5, 1918	8.33
Nichols, Guy M.	Oct. 18, 1906	Feb. 2, 1915	7.28
Nixdorf, George Earl	Mar. 8, 1909	Feb. 7, 1917	7.68
Nixdorf, John Frederick	Mar. 8, 1909	Feb. 7, 1917	7.28
Norris, William	Aug. 5, 1911	Feb. 5, 1919	8.10
Notz, Frederick Frank	July 29, 1909	Nov. 19, 1918	7.75
Novotny, Andrew	Oct. 24, 1909	Feb. 6, 1918	7.75
Oates, Thomas	Mar. 11, 1905	Sept. 2, 1914	6.90
O'Boyle, Joseph Francis	June 3, 1908	Oct. 24, 1916	7.23
O'Boyle, Robert Henry	Mar. 28, 1910	Sept. 5, 1918	8.10
O'Donnell, John	Jan. 30, 1909	Feb. 6, 1917	8.17
Olmsted, Louis C.	Jan. 5, 1910	Jan. 2, 1920	..
Osbourn, Larner Dutch	Oct. 26, 1909	Sept. 20. 1917	7.46
Otto, Harry William	Jan. 16, 1909	Sept. 5, 1918	7.84
Paladino, Vincent	Jan. 1, 1910	Feb. 5, 1918	7.74
Pancoast, Robert Earl	Apr. 29, 1907	Feb. 2, 1915	7.49
Pantall, Richard Earl	May 11, 1908	Nov. 22, 1917	7.44
Partridge, William	June 26, 1909	Feb. 4, 1919	7.40
Pastore, Alphonso	Mar. 10, 1909	Feb. 6, 1918	7.79
Patsch, Frank John	Dec. 26, 1907	Sept. 5, 1917	7.86
Patterson, James Lehman	Mar. 9, 1908	Feb. 2, 1916	7.32
Payne, Francis Ray	Sept. 9, 1907	Sept. 15, 1915	7.57
Pealer, Charles W. W.	Mar. 24, 1910	Sept. 4, 1918	8.35
Pennock, Oscar Thompson	Feb. 15, 1905	Sept. 10, 1913	7.00
Peppler, Otto Lewis	Sept. 25, 1907	Feb. 7, 1917	7.93
Perri, Ferdinand	Oct. 4, 1906	Feb. 13, 1914	7.42
Perry, David T.	Aug. 2, 1906	Sept. 15, 1915	7.69
Phillips, Arthur John Ecker	Oct. 2, 1904	Jan. 31, 1911	..
Phipps, Edward Ferrier	Feb. 14, 1907	Sept. 5, 1914	7.52
Plummer, Francis Elbert	Feb. 15, 1908	Oct. 25, 1916	6.86
Plunkett, Edward	May 17, 1905	Feb. 4, 1913	6.85
Poff, Robert	Oct. 31, 1908	Sept. 6, 1917	7.24
Potter, Roy S.	May 25, 1906	Sept. 3, 1914	7.00
Powell, Frank Clark	Dec. 10, 1904	Sept. 2, 1914	7.85
Prader, Thomas Francis	Apr. 20, 1907	Sept. 22, 1915	7.53
Prader, William Joseph	Jan. 6, 1904	Feb. 1, 1912	..
Price, Harold Thomas	July 16, 1908	Oct. 25, 1916	7.41

GRAMMAR SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Price, William	Nov. 18, 1907	Feb. 2, 1916	7.53
Prosser, David John	Aug. 23, 1908	Mar. 19, 1918	7.42
Pruyne, Willard P.	Dec. 18, 1907	Sept. 22, 1915	7.34
QUIRK, FRANCIS JOSEPH	Aug. 26, 1909	Feb. 26, 1918	7.67
Quirk, George James	Jan. 22, 1908	Nov. 14, 1916	7.73
RAKER, WILLIAM MORGAN	Apr. 9, 1909	Nov. 19, 1918	7.45
Ramsay, William Edward	Nov. 13, 1909	Sept. 4, 1918	7.60
Ramsey, Edwin Wallace	Mar. 28, 1910	Sept. 4, 1918	8.20
Ramsey, Matthew Stevenson	Nov. 26, 1907	Feb. 2, 1916	7.37
Ranaudo, Albert	Sept. 6, 1905	Sept. 9, 1913	6.81
Rauh, George Christian	Feb. 5, 1910	Sept. 20, 1917	8.61
Raymond, John Hughes	Feb. 4, 1908	Sept. 20, 1917	7.86
Read, William Earl	Mar. 7, 1910	Feb. 6, 1918	7.98
Reckard, Allen George	Dec. 6, 1909	Sept. 5, 1918	7.13
Rehrig, Lester Byron	May 11, 1908	Nov. 22, 1917	8.02
Reidenback, Henry August	Sept. 25, 1908	Sept. 5, 1917	7.61
Reilley, Edward	June 9, 1908	Feb. 6, 1917	7.83
Reilley, John Calvin	Apr. 3, 1910	Sept. 4, 1918	7.49
Rex, Jesse Ray	Nov. 12, 1907	Feb. 7, 1917	7.39
Ricardo, George Bonnin	Dec. 9, 1909	Sept. 5, 1918	7.72
Rice, Charles Sample	Jan. 16, 1909	Nov. 14, 1916	7.60
Rice, Clair L.	Dec. 21, 1909	Feb. 6, 1918	7.66
Rice, William Buckwalter	Aug. 28, 1905	Sept. 10, 1913	7.18
Richards, Ambrose Henry	Apr. 12, 1908	Oct. 25, 1916	6.70
Richardson, James Edwin	May 1, 1907	Feb. 2, 1915	7.40
Righter, Samuel Penrose	Mar. 13, 1907	Sept. 3, 1914	8.09
Riley, Russell Davidson	Apr. 14, 1908	Feb. 7, 1917	7.84
Rittenhouse, Charles	Nov. 12, 1908	Feb. 7, 1917	7.71
Ritz, Edwin Nicholas	June 25, 1906	Sept. 14, 1915	7.07
River, David Blair	June 22, 1905	Sept. 10, 1913	7.10
Roberts, Howard Sperry	Feb. 23, 1909	Sept. 5, 1918	8.35
Roberts, Kenneth C.	Oct. 17, 1908	Oct. 25, 1916	7.41
Roberts, Marriett Linwood	May 16, 1906	Sept. 15, 1915	7.10
Robinson, Harry Eugene	Feb. 3, 1910	Feb. 26, 1918	7.44
Robinson, Howard Raymond	Jan. 28, 1909	Feb. 7, 1917	8.23
Robinson, Martin F.	Oct. 7, 1904	Sept. 18, 1912	6.73
Rodda, Henry William	Aug. 8, 1908	Feb. 7, 1917	7.97
Rohrback, Levearn Francis	Feb. 11, 1908	Feb. 7, 1917	7.71
Rohrer, John Elwood	Feb. 27, 1910	Nov. 22, 1917	7.83
Ross, Richard Woods	Aug. 10, 1908	Feb. 26, 1918	7.74
Ross, William Huber	July 11, 1908	Nov. 15, 1915	7.56
Rossomondo, Vincent	Sept. 20, 1906	Mar. 13, 1914	7.47
Rostron, George Sanderson	July 20, 1909	Sept. 4, 1918	8.16
Roupp, Norman Larne	Nov. 16, 1907	Feb. 3, 1916	7.97
Rush, Albert Charles	Sept. 24, 1909	Mar. 14, 1918	8.30
Ruspantini, William	May 10, 1908	Feb. 20, 1917	7.63
Russell, William McIntyre	July 25, 1909	Feb. 5, 1918	7.79
Ruth, Philip David	Oct. 31, 1906	Sept. 3, 1914	7.69
Ruth, Willard Rich	May 12, 1908	Feb. 6, 1917	7.52
SADDINGTON, ROBERT RIDPATH	May 2, 1908	Oct. 24, 1916	7.74
Sadlier, Thomas A.	Oct. 22, 1909	Sept. 5, 1917	7.66
Salter, John George	Aug. 23, 1908	Oct. 25, 1916	7.93
Saylor, Robert Nathan	May 19, 1907	Feb. 20, 1917	7.40
Schatzle, James Sherman	Mar. 24, 1909	Sept. 4, 1918	7.80

GRAMMAR SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Schofield, Edward B.	Aug. 3, 1908	Feb. 7, 1917	7.79
Schreck, Robert Daniel	Mar. 8, 1908	Feb. 3, 1916	7.73
Schuck, John Jacob	June 9, 1911	Feb. 4, 1919	7.80
Schuebel, William B.	Apr. 28, 1908	Oct. 24, 1916	7.96
Schultz, Henry Lester	Mar. 22, 1910	Sept. 4, 1918	7.92
Scott, Joseph, Jr.	Feb. 6, 1909	Sept. 5, 1918	7.75
Scott, Lorenzo Wilson	Nov. 14, 1907	Feb. 2, 1916	7.96
Seldon, Winfred J.	Apr. 1, 1910	Sept. 23, 1919	..
Sellers, Stanley	Dec. 17, 1908	Sept. 20, 1917	7.49
Shackerman, Harold	Feb. 28, 1909	Sept. 20, 1917	7.69
Shaffer, Albert	Sept. 2, 1908	Aug. 31, 1918	7.50
Shaffer, John Glenn McConnell	Feb. 5, 1908	Sept. 5, 1917	7.71
Sheetz, Leonard William	Feb. 11, 1909	Sept. 5, 1917	7.49
Sheridan, William James	Mar. 30, 1909	Feb. 6, 1917	7.89
Sherry, Howard W.	May 5, 1910	Sept. 4, 1919	..
Shoemaker, Howard	Dec. 25, 1904	Sept. 9, 1913	6.98
Shortlidge, Allen Stone	Sept. 4, 1909	Sept. 6, 1917	7.57
Shoucair, Albert	Oct. 11, 1909	Feb. 26, 1919	8.10
Shovestul, James Paul	Mar. 13, 1909	Feb. 17, 1917	7.77
Shull, Norris Watts	Jan. 15, 1907	Sept. 2, 1914	7.48
Siegle, Christian Gottfried	Jan. 26, 1909	Feb. 6, 1917	7.61
Silcox, James J.	July 30, 1905	Feb. 14, 1913	7.13
Simmonds, Evan George	Mar. 4, 1909	Sept. 6, 1917	7.79
Simpson, John Joseph	Oct. 13, 1909	Sept. 5, 1917	7.74
Skirm, Howard James	Dec. 27, 1907	Feb. 6, 1917	7.84
Smith, Erwin Henry	Sept. 2, 1908	Oct. 24, 1916	8.05
Smith, Francis Russell	Aug. 25, 1908	Sept. 5, 1917	7.82
Smith, Frank	Oct. 3, 1902	Jan. 31, 1911	..
Smith, Frank Singiser	Nov. 9, 1908	Sept. 6, 1917	8.01
Smith, Franklin Pitcher	Nov. 11, 1910	Sept. 4, 1918	8.10
Smith, John Frederick	June 21, 1907	Feb. 9, 1915	7.50
Somers, Charles Alfred	Aug. 27, 1909	Sept. 4, 1918	8.51
Sommers, Donald Shroeder	Nov. 27, 1909	Sept. 6, 1917	8.20
Spahr, John Carl	May 6, 1909	Sept. 4, 1918	7.64
Spaulding, Lavere	Oct. 28, 1908	Feb. 6, 1918	7.75
Spencer, Ernest Erle	Feb. 12, 1910	Sept. 5, 1918	7.64
Spengler, Carl Julius	June 26, 1907	Feb. 9, 1915	7.38
Spotts, James Frederick	Mar. 15, 1910	Nov. 20, 1917	7.66
Spotts, Lewis Henry	Mar. 26, 1908	Oct. 24, 1916	7.20
Springer, Earl Daniel	Feb. 25, 1909	Sept. 20, 1917	8.01
Spyker, Robert Newton	June 3, 1909	Feb. 7, 1917	7.70
Stanshine, Harry	June 19, 1911	Sept. 5, 1917	7.90
Stetler, Irvin Leroy	May 10, 1909	Sept. 6, 1917	7.63
Stevens, Raymond A.	Dec. 28, 1907	Sept. 22, 1915	7.47
Stewart, John McKinley	Jan. 3, 1908	Feb. 2, 1916	7.69
Stock, Robert J. W.	Oct. 6, 1908	Sept. 6, 1917	7.77
Storm, Perry Norton	Apr. 23, 1909	Sept. 6, 1917	8.07
Streightif, Bruce Albert	July 22, 1906	Feb. 5, 1914	6.99
Strickland, Lloyd A.	Aug. 20, 1907	Feb. 3, 1916	7.95
Stutzman, Robert Frank	July 4, 1909	Feb. 4, 1919	7.60
Switt, Isadore	Mar. 7, 1910	Nov. 22, 1917	7.92
Takach, Joseph Charles	Apr. 3, 1909	Feb. 6, 1917	7.82
Tallon, Alvin Day	June 10, 1910	Feb. 4, 1919	8.02
Tallon, James Arthur	Apr. 27, 1909	Feb. 4, 1919	7.10
Tempest, Edward J.	Aug. 7, 1910	Sept. 4, 1918	7.76

GRAMMAR SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Teti, Alfredo Corrado	Feb. 9, 1909	Feb. 7, 1917	7.71
Tetlow, Charles Jobes	May 8, 1910	Sept. 3, 1919	7.78
Thomas, Joseph James	Sept. 20, 1909	Feb. 5, 1919	7.40
Thompson, Galen Eugene	May 7, 1909	Feb. 6, 1918	7.27
Thompson, Ralph Howard	Aug. 13, 1908	Oct. 25, 1916	7.62
Thorne, Percy Byers	Oct. 17, 1909	Sept. 5, 1917	7.70
Throne, Edward Glatfelter	June 4, 1909	Nov. 22, 1917	7.39
Thumm, Charles Williams	Feb. 10, 1904	Feb. 4, 1913	..
Tittermary, Robert Clark	Dec. 11, 1907	Sept. 20, 1917	8.04
Tomlin, Harry	Oct. 23, 1908	Oct. 25, 1916	7.64
Tomlinson, Raymond Earl	Aug. 3, 1908	Sept. 5, 1917	7.77
Townsend, Artemus Carmichael	Mar. 5, 1906	Sept. 2, 1914	7.47
Townsend, Layshon Williams	Feb. 11, 1909	Feb. 7, 1917	7.72
Traher, William Tye	Oct. 8, 1906	Oct. 6, 1916	8.02
Trefz, Henry William	May 2, 1905	Feb. 4, 1913	6.88
Turner, Frank Washington	Oct. 28, 1908	Oct. 25, 1916	7.63
Twining, Elmer Ellsworth	Jan. 1, 1911	Sept. 5, 1918	8.24
Vandevere, Joseph Leo	Oct. 16, 1907	Sept. 15, 1915	7.50
Vandevere, Lester D.	Oct. 7, 1904	Sept. 9, 1913	7.15
Van Horn, George Washington	July 31, 1908	Oct. 25, 1916	7.39
Van Horn, John Edward	Dec. 23, 1908	Nov. 14, 1916	7.76
Van Kirk, Raymond	Aug. 17, 1909	Nov. 19, 1918	8.00
Vare, Charles Kolb	Aug. 7, 1910	Sept. 3, 1919	..
Varello, Joseph Thomas	Mar. 12, 1910	Feb. 4, 1919	7.94
Veletta, Edward	Mar. 7, 1909	Nov. 22, 1917	7.94
Vinekur, Samuel	June 12, 1909	Sept. 14, 1915	8.06
Wadsworth, Lauren R.	Apr. 28, 1909	Sept. 5, 1918	7.63
Walker, Elwood Siehl	July 4, 1910	Nov. 17, 1919	..
Walsh, Arthur, Jr.	Feb. 9, 1908	Feb. 2, 1916	7.35
Walters, William Leroy	Oct. 31, 1906	Feb. 2, 1916	7.38
Ward, Harold Walton	Nov. 26, 1905	Sept. 10, 1913	..
Ward, John Frederick	Aug. 28, 1908	Oct. 24, 1916	8.10
Watts, John Douglas	Sept. 24, 1907	Sept. 6, 1917	8.03
Weaver, John Harry	Jan. 13, 1909	Sept. 6, 1917	7.40
Weaver, Maus Eric	Aug. 19, 1909	Feb. 26, 1919	7.20
Weaverling, Chester	May 21, 1907	Feb. 7, 1917	7.87
Webb, James Pearson	Jan. 5, 1908	Nov. 15, 1915	7.39
Webb, Richard William	May 24, 1909	Feb. 7, 1917	7.70
Weidenhafer, Ellwood Henry	Dec. 13, 1906	Oct. 25, 1916	7.09
Weinstein, Max	May 1, 1909	Feb. 20, 1917	7.55
Wessock, Alfred William	Jan. 2, 1908	Sept. 5, 1917	7.68
Whitlock, William Harris	Apr. 5, 1908	Oct. 24, 1916	7.78
Whittley, William Digman	Mar. 6, 1909	Feb. 6, 1917	7.85
Wilcox, Wilkes Arnold	July 29, 1905	Feb. 9, 1915	7.90
Wildes, John Frederick	Nov. 25, 1906	Oct. 25, 1916	7.61
Williams, Donald	Feb. 22, 1910	Feb. 6, 1918	8.18
Williams, Paul Eckert	May 26, 1909	Feb. 26, 1919	8.35
Williams, Richard James	Dec. 12, 1910	Feb. 26, 1919	7.59
Williams, Robert	Nov. 24, 1907	Sept. 20, 1917	7.32
Wilson, Homer Frederick	June 3, 1908	Feb. 6, 1918	7.36
Wineland, William E.	Feb. 28, 1907	Sept. 14, 1915	7.69
Winnai, Henry Frederick	Aug. 18, 1909	Sept. 5, 1917	7.60
Wise, Walter Webster	Sept. 29, 1907	Feb. 3, 1916	7.32
Wiseman, Dempster H.	May 22, 1907	Sept. 14, 1915	7.62

GRAMMAR SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Wright, DeWitt T.	May 12, 1903	Feb. 4, 1913	..
Wright, James Butler	Mar. 30, 1910	Feb. 5, 1918	7.72
Wurth, Charles	Apr. 30, 1908	Oct. 24, 1916	7.52
Wurth, William	Aug. 28, 1906	Sept. 14, 1915	6.68
YEAGER, RICHARD D.	Oct. 5, 1910	Sept. 4, 1918	7.35
Yeisley, Elwood Daniel	Oct. 13, 1903	Feb. 15, 1912	..
Youngkin, Andrew Joseph	June 2, 1910	Feb. 5, 1918	7.60
Youren, Philip Wilson	Mar. 19, 1908	Feb. 10, 1916	7.63
ZIEHLER, HERMAN MICHAEL	Feb. 16, 1904	Feb. 1, 1912	..
Zucca, Joseph	Mar, 17, 1909	Feb. 26, 1918	7.60

PRIMARY SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
Abel, George W.	July 3, 1910	Nov. 19, 1918	7.93
Anderson, Thomas	Aug. 26, 1911	Sept. 3, 1919	..
Andreovits, Joseph John	Dec. 21, 1910	Feb. 4, 1919	7.72
Armitage, James E.	Dec. 31, 1910	Sept. 23, 1919	..
Ashton, Erwin Lloyd	Jan. 25, 1911	Sept. 5, 1918	7.65
Axton, Howard Nelson	Dec. 17, 1910	Sept. 23, 1919	..
Bahm, August Friedrich	Apr. 9, 1910	Jan. 2, 1919	6.80
Bailey, Roy Reid	July 23, 1911	Sept. 3, 1919	..
Balas, Godfried	Mar. 15, 1912	Nov. 17, 1919	..
Bankes, Arthur Levi	May 9, 1910	Jan. 2, 1919	8.28
Bankes, Ralph A.	June 3, 1912	Nov. 28, 1919	..
Bartholomew, Martin	Jan. 14, 1912	Sept. 4, 1919	..
Becker, Henry Arthur	Oct. 5, 1909	Feb. 5, 1919	7.99
Bell, Howard C.	Apr. 19, 1912	Sept. 23, 1919	..
Bell, John Warren	Mar. 18, 1911	Nov. 19, 1918	7.24
Bell, Robert William	July 7, 1911	Sept. 23, 1919	..
Biester, John Elliott	Oct. 12, 1911	Sept. 3, 1919	..
Blawn, Delbert S.	Dec. 25, 1911	Nov. 17, 1919	..
Blomer, Thomas Anthony	Dec. 23, 1910	Nov. 19, 1918	8.38
Blunt, Thomas C.	Sept. 28, 1912	Jan. 2, 1920	..
Bogle, Robert	July 30, 1911	Sept. 3, 1919	..
Boland, William Joseph	July 11, 1911	July 11, 1919	..
Books, Charles W.	June 7, 1910	Sept. 23, 1919	..
Bortel, James William	May 14, 1911	Sept. 23, 1919	..
Bowman, Kenneth Davie	Jan. 15, 1912	Sept. 23, 1919	..
Brennan, Edward C.	Aug. 30, 1911	Feb. 5, 1919	7.10
Brown, Charles Cheyney	Apr. 29, 1912	Nov. 17, 1919	..
Burke, Joseph	Apr. 18, 1910	Sept. 23, 1919	..
Cahn, James B.	Nov. 18, 1910	Sept. 23, 1919	
Carberry, Harry Schilling	July 15, 1910	Nov. 19, 1918	8.16
Carberry, Hugh Henry	Feb. 3, 1911	Feb. 5, 1919	7.20
Carosiello, Michelino	May 13, 1910	Feb. 5, 1918	7.68
Carson, John W.	Dec. 4, 1911	Sept. 23, 1919	..
Chamberlain, Jacob Orrin	Sept. 18, 1910	Sept. 5, 1918	8.29
Congdon, Charles Joseph	Feb. 4, 1911	Sept. 5, 1918	7.78
Conway, Edward L.	Jan. 22, 1911	Feb. 26, 1919	7.72
Crawford, Andrew Alburger	Mar. 23, 1911	Nov. 19, 1918	8.27
Crisman, Willard Kennedy	Jan. 18, 1909	Sept. 5, 1918	8.05
Dale, William Earl	Mar. 6, 1911	Feb. 5, 1919	7.95
D'Alonzo, Mario	Aug. 6, 1910	Feb. 4, 1919	7.01
Daugherty, John	Jan. 15, 1912	Sept. 4, 1919	..
Davis, John Sample	Mar. 28, 1911	Nov. 19, 1918	8.24
Derr, Charles E. R.	Aug. 10, 1910	Sept. 3, 1919	..
Detwiler, Harry S.	Apr. 23, 1910	Feb. 6, 1918	7.12
Deveney, John C.	May 6, 1911	Sept. 23, 1919	..
Dieter, Ralph Victor	Dec. 7, 1911	Sept. 4, 1919	..
Dittert, John	Jan. 10, 1911	Sept. 3, 1919	..
Dougherty, John Joseph	Oct. 7, 1911	Nov. 19, 1918	7.29
Edmunds, William Harold	June 19, 1911	Nov. 17, 1919	..
Edwards, Robert, 3d	Oct. 22, 1910	Sept. 4, 1918	8.18
Edwards, Selwyn	Feb. 21, 1911	Sept. 4, 1919	..
Egan, Paul William	Apr. 7, 1911	Feb. 26, 1919	7.52
Ehrenzeller, John F. Rieman	Mar. 1, 1911	Feb. 4, 1919	7.54

PRIMARY SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
English, Bryson E.	Aug. 28, 1911	Sept. 4, 1919	..
Esrey, Thomas Hoover	July 4, 1911	July 11, 1919	..
Evans, Thomas	Jan. 6, 1911	Sept. 5, 1918	8.36
Farnsworth, Marlin	July 19, 1911	Feb. 5, 1919	7.15
Faux, Frederick George	July 11, 1910	Sept. 4, 1918	7.13
Fenton, Todd	May 29, 1911	Feb. 26, 1919	7.93
Ferguson, Darl C.	Apr. 17, 1910	Feb. 4, 1919	7.23
Ferguson, Kenneth H.	Apr. 11, 1909	Feb. 4, 1919	7.36
Finnegan, Elmer F.	Jan. 29, 1912	Sept. 4, 1919	..
Finnegan, Paul M.	Mar. 6, 1910	Nov. 22, 1917	7.61
Fisher, John Thomas	Apr. 13, 1911	Feb. 4, 1919	8.00
Franco, Michael	Oct. 20, 1911	Nov. 17, 1919	..
Frederick, Horace	Oct. 25, 1911	Sept. 3, 1919	..
Friedenberg, David Harold	Aug. 28, 1911	Feb. 5, 1919	8.26
Friedrich, William	Apr. 14, 1911	Feb. 26, 1919	6.68
Glise, Curtis A.	Sept. 16, 1910	Sept. 3, 1919	..
Glover, Horace W. I.	July 6, 1910	Sept. 3, 1919	..
Goldberg, Martin	Apr. 3, 1911	Nov. 19, 1918	8.29
Gross, Max	Mar. 31, 1912	Nov. 17, 1919	..
Hackett, Ralph H.	Nov. 14, 1911	Sept. 4, 1919	..
Haig, Thomas Campbell	Oct. 9, 1911	Feb. 26, 1919	7.93
Haines, Lester Edmund	Jan. 14, 1911	Nov. 17, 1919	..
Hallman, William Rodman	July 2, 1911	Sept. 3, 1919	..
Hamilton, Robert James	Mar. 20, 1911	Nov. 19, 1918	6.89
Haslett, William James	Nov. 9, 1910	Feb. 4, 1919	8.28
Heavner, Louis Wells	Feb. 26, 1911	Sept. 5, 1918	7.95
Helmke, Herbert Charles	Feb. 18, 1911	Sept. 4, 1919	..
Helt, Carl Clinton	Mar. 2, 1910	Feb. 26, 1918	7.47
Helt, Earl Dayton	Mar. 2, 1910	Feb. 26, 1918	7.55
Hennessy, Carl David	Feb. 18, 1912	Sept. 4, 1919	..
Hewlett, Joseph M.	Jan. 30, 1912	Sept. 4, 1919	..
Hilend, Andrew	Nov. 1, 1911	Sept. 3, 1919	..
Hrom, John	July 30, 1913	Sept. 4, 1919	..
Hughes, Edward Evans	Jan. 25, 1910	Sept. 20, 1917	6.46
Hutton, Raymond John	Oct. 23, 1910	Sept. 3, 1919	..
Hutton, William	Oct. 30, 1911	Sept. 3, 1919	..
Ingber, Nathan	July 12, 1911	Sept. 4, 1918	7.77
Johnson, Edwin W.	July 16, 1911	Sept. 4, 1919	..
Johnson, Karl Verner	Sept. 17, 1911	Feb. 26, 1919	8.35
Johnson, Sidney Thomas, Jr.	Apr. 5, 1911	Sept. 17, 1917	7.45
Jones, Felix Joseph	Oct. 17, 1910	Nov. 17, 1919	..
Jones, Russell G.	May 1, 1911	Sept. 3, 1919	..
Kirsh, Raymond Charles	May 22, 1911	Feb. 4, 1919	6.59
Klein, Frederick	Nov. 18, 1909	Sept. 20, 1917	7.64
Kline, Franz	May 23, 1910	Mar. 21, 1919	6.97
Klotz, Louis Charles	Aug. 11, 1911	Sept. 3, 1919	..
Klumpp, John Wilbur	Mar. 7, 1908	Feb. 5, 1918	7.46
Knapp, John Walter	Feb. 8, 1911	Sept. 4, 1919	..
Knaup, Charles Oswald	July 23, 1911	Feb. 5, 1919	7.68
Konarski, John	June 6, 1908	Feb. 6, 1917	7.89
Kurtz, David Leroy	Sept. 9, 1910	Feb. 26, 1919	7.99
Kurzenberger, Edward Carl	Feb. 16, 1908	Sept. 5, 1917	8.24

PRIMARY SCHOOL

Name	Date of Birth	Date of Admission	Scholarship Average
La France, Clarence B.	Mar. 26, 1911	Nov. 17, 1919	..
Lanciano, Frederick	Aug. 12, 1910	Nov. 17, 1919	..
Lanoce, Joseph Louis	Oct. 2, 1910	Sept. 5, 1918	8.61
Layman, Charles Franklin	Oct. 13, 1908	Nov. 14, 1916	7.83
Leaman, Carl	Mar. 22, 1909	Nov. 22, 1917	7.98
Lord, Albert Ellsworth	May 9, 1910	Jan. 13, 1919	7.90
Lotwick, Thomas Holman	Apr. 22, 1908	Oct. 25, 1916	7.64
Lugan, Harry Christ	Nov. 25, 1911	Sept. 4, 1919	..
McCarrin, John	Oct. 23, 1911	Sept. 4, 1919	..
McCausland, William H.	Mar. 7, 1912	Sept. 23, 1919	..
McGarvey, James P.	Aug. 18, 1911	Sept. 3, 1919	..
McGraw, Edward Ramage	Dec. 25, 1910	Feb. 4, 1919	7.37
McIllwain, Edward	Aug. 28, 1911	Feb. 26, 1919	7.51
McVeigh, William H.	Mar. 9, 1912	Feb. 4, 1919	7.45
Mabrey, Martin	Feb. 4, 1912	Sept. 4, 1919	..
Mabry, Oscar Daniel Lee	Jan. 20, 1911	Sept. 3, 1919	..
Maes, Oscar John	Aug. 11, 1911	Feb. 5, 1919	8.12
Mannal, Gilbert H. V. M.	Sept. 10, 1910	Sept. 4, 1918	8.23
Manning, George Lawrence	May 25, 1911	Feb. 4, 1919	7.75
Maron, David	Jan. 23, 1912	Sept. 4, 1919	..
Mason, John	Jan. 6, 1912	Sept. 4, 1919	..
Mason, Walter Lloyd	Jan. 6, 1912	Sept. 4, 1919	..
Matthews, Samuel Alexander	Jan. 28, 1910	Feb. 4, 1919	7.51
Maurer, Robert Lawrence	July 6, 1910	Nov. 19, 1918	7.66
Meekins, James Holt	Feb. 25, 1910	Sept. 3, 1919	..
Mendenhall, Jess	Apr. 17, 1912	Nov. 17, 1919	..
Miesen, Frank	Feb. 28, 1911	Feb. 4, 1919	7.41
Miller, Frederick Andrew	Aug. 19, 1913	Nov. 17, 1919	..
Miller, Howard Brierly	Jan. 17, 1911	Sept. 5, 1918	8.22
Miller, Robert Edward	May 8, 1911	Feb. 5, 1919	7.67
Minecci, Giuseppe	Jan. 4, 1911	Nov. 17, 1919	..
Minieri, Francesco	Sept. 9, 1911	Feb. 26, 1919	7.76
Moore, Alfred L.	Dec. 2, 1910	Sept. 23, 1919	..
Moore, Tener Stuart	Jan. 16, 1911	Sept. 5, 1918	7.50
Moran, Charles Francis	June 9, 1912	Sept. 4, 1918	8.34
Morgan, Donald	Dec. 8, 1911	Sept. 4, 1919	..
Morris, William M.	Feb. 14, 1912	Sept. 4, 1919	..
Morrison, Walter Lewis	Oct. 19, 1911	July 11, 1919	..
Moss, George Washington	Sept. 12, 1911	Feb. 5, 1919	7.78
Munch, Allen Howard	Apr. 8, 1910	July 1, 1919	..
Myers, Frederick H.	Mar. 19, 1910	Sept. 5, 1918	7.34
Notarfrancesco, Vito Antonio	May 6, 1909	Sept. 20, 1917	6.74
Notz, Woodrow W.	Mar. 19, 1912	Sept. 23, 1919	..
Painter, Luther	Oct. 22, 1911	Sept. 3, 1919	..
Patterson, Robert Kelso	Aug. 19, 1910	Jan. 2, 1919	7.12
Patton, Albert J.	Mar. 22, 1911	Feb. 5, 1919	8.27
Peppler, Alvin Theodore	Nov. 23, 1909	Feb. 4, 1919	8.17
Perri, Angelo	Sept. 25, 1910	Sept. 4, 1918	7.71
Peterson, Henry Walter	Jan. 23, 1911	July 11, 1919	..
Pfrommer, Herman J.	July 16, 1910	Oct. 24, 1916	7.41
Polk, Charles A.	Apr. 12, 1910	Feb. 5, 1919	8.17
Polk, George William	Apr. 12, 1910	Feb. 5, 1919	7.36
Probert, Charles William	Jan. 17, 1912	Sept. 23, 1919	..
Prosser, William Henry	May 4, 1910	Sept. 3, 1919	..

PRIMARY SCHOOL

Name	*Date of Birth*	*Date of Admission*	*Scholarship Average*
Rees, Robert	May 8, 1912	Nov. 17, 1919	..
Reese, Harold	Apr. 19, 1912	Nov. 17, 1919	..
Reilly, John Thomas	Feb. 2, 1911	Sept. 5, 1918	7.52
Robinson, Edward Joseph	Feb. 16, 1911	Sept. 5, 1918	8.31
Rohrer, Richard R.	May 25, 1912	Nov. 17, 1919	..
Rubin, Ralph	Aug. 15, 1912	Sept. 4, 1918	7.76
Sack, George Henry	Aug. 31, 1910	Sept. 4, 1918	7.10
Schaffer, Alfred Watson	Aug. 28, 1910	Feb. 4, 1919	6.61
Schaffer, Arthur Frederick	Dec. 10, 1910	Sept. 4, 1919	..
Schall, Chester David	June 23, 1911	Feb. 4, 1919	7.42
Schick, Charles Adolf	Mar. 7, 1910	July 11, 1919	..
Scott, Benjamin	May 30, 1910	Feb. 4, 1919	7.32
Scott, Fred Lee	Apr. 16, 1910	Nov. 19, 1918	7.86
Scoville, Kenneth	Nov. 17, 1911	Sept. 23, 1919	..
Seuffert, George C.	Sept. 4, 1910	Sept. 3, 1919	..
Shanabrook, Elvin Rhoads	Oct. 3, 1909	Feb. 4, 1919	7.26
Shaw, Robert	Aug. 7, 1911	Sept. 3, 1919	..
Sheldrake, Henry Wallace	Jan. 3, 1911	Sept. 5, 1918	7.00
Sheridan, Robert	Jan. 13, 1911	Sept. 5, 1918	7.74
Shortlidge, Edwin George	Aug. 31, 1911	Feb. 5, 1919	8.40
Shuey, Peter Thomas	May 1, 1911	Feb. 5, 1919	8.46
Siegle, George G.	Dec. 17, 1911	Sept. 4, 1919	..
Sillman, Karl Eckerman	July 10, 1911	Feb. 4, 1919	7.67
Simes, Robert J.	Dec. 19, 1911	Sept. 4, 1919	..
Simmons, Peter A.	Feb. 20, 1911	Sept. 3, 1919	..
Sippel, John Alexander	Aug. 28, 1911	Feb. 5, 1919	8.50
Slowey, Martin J.	Sept. 9, 1909	Sept. 5, 1919	..
Smith, Joseph John	Oct. 11, 1911	Feb. 4, 1919	8.17
Spaulding, Ernest L.	Jan. 10, 1912	Sept. 4, 1919	..
Steele, Robert E.	Oct. 10, 1909	Sept. 4, 1919	..
Stoehr, George W.	Mar. 23, 1912	Sept. 23, 1919	..
Stoner, Benjamin T.	Oct. 19, 1911	Sept. 3, 1919	..
Thomas, Francis Neavitt	Aug. 15, 1910	Feb. 5, 1919	7.57
Thomas, Herbert Alton	Jan. 7, 1911	Feb. 5, 1919	7.22
Varner, Leroy Edward	Feb. 14, 1911	Nov. 19, 1918	7.29
Volpe, Raphael	July 1, 1910	Nov. 19, 1918	8.33
Wales, Walter	Mar. 31, 1911	Nov. 19, 1918	8.38
Weber, Edwin Melchoir	Apr. 10, 1910	Sept. 3, 1919	..
Weinberg, Albert Leon	Feb. 9, 1911	Sept. 5, 1918	8.37
Weinberg, Arthur	Nov. 17, 1911	Nov. 17, 1919	..
White, Samuel	Oct. 25, 1910	Sept. 4, 1918	7.35
Wilcox, Charles Albert	Jan. 19, 1910	Sept. 20, 1917	7.11
Williams, Walter Kenneth	Nov. 15, 1909	Sept. 5, 1917	7.30
Williams, William J.	July 19, 1910	Feb. 26, 1919	7.28
Wolfinger, Augustus	Oct. 14, 1910	Sept. 5, 1918	7.89
Woodland, Howard Nelson	Feb. 26, 1912	Sept. 23, 1919	..
Woods, Paul Edward	Dec. 30, 1911	Sept. 23, 1919	..
Yocum, Clifford Allen	Mar. 23, 1911	Nov. 19, 1918	8.53
Yocum, Harold W.	Sept. 2, 1910	Sept. 4, 1919	..
Yrigoyen, Charles	Feb. 21, 1911	Sept. 5, 1918	..
Zoerner, Arthur A.	Sept. 30, 1911	Feb. 25, 1919	..

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